

# THE SCHOOL JOURNAL

A. S. BARNES & COMPANY, 11-15 EAST 24TH STREET, NEW YORK CITY

Vol. LXXVI. NO. 2

OCTOBER, 1908

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(Established in 1870)

A MONTHLY JOURNAL OF EDUCATIONAL PROGRESS

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**PRICE**—The subscription price is One Dollar a year, payable in advance. Fifteen cents a copy.

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**HOW TO REMIT**—Remittances should be sent by Draft on New York, Express-Order, or Money-Order, payable to the order of A. S. Barnes & Company. Cash should be sent in Registered Letter.

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST

A. S. BARNES &amp; COMPANY, Publishers

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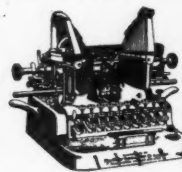
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# THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVI.

October, 1908

No. 2

OSSIAN LANG, Editor.

## The McAndrew Way

Complaining of the apathy of municipal authorities in matters educational is not going to improve conditions. Neither will essays on the relations of home and school intensify civic responsibility with regard to the schools. Exhortation is worse than unavailing: it bores. Demonstration is the method of success.

Because of unworldly procedure in the past, "educational" talks are shunned by the plain people. "Education" has become in the popular mind a synonym for a sort of threnetic "profundity," something that sounds like a dirge but seems to have a "profound" message for the living. (Anything is considered "profound" that seems to have no bottom, but which, out of respect for the speaker, is supposed to have one.)

The mayor, the police commissioner, the board of apportionment, share the people's mind. Whenever an appropriation is wanted for something or other "educational," the "hearing" is dreaded by them for the "profundity" they anticipate in the shape of metaphysical and psychological "arguments" submitted by "educators." The people want visible facts, not theories shown thru glasses darkly; they want demonstration, not disputation.

Will McAndrew is an apostle of the new dispensation. When he talks, he talks facts and talks them plainly. His pedagogic creed is his school. There it is so clearly written that he who runs may read. He gets hold of his pupils and gets them to get hold of themselves. The cultivation of free, individual self-expression is to him not a topic for oration, but one for oration, practical oration, the McAndrew kind, which goes ahead and does the thing and looks to the Lord to help it thru.

THE SCHOOL JOURNAL has called attention, from time to time, to many of the original ideas worked out in McAndrew's school. Here is a veritable educational laboratory, of no lesser importance than Burbank's, where teachers from the kindergarten thru the university may gain suggestion for making education more and more a part of the world's work, a work in which everybody shares.

On page 54 of this number will be found a most interesting account of a remarkable school celebration inaugurated by the genius of McAndrew, tho he will probably deny the allegation. It is a way he has to set a number of minds to work on a suggestion and have them arrive by their own efforts at a plan which looks very much as if it had sprung from his own brain. This time an example was produced of how the mayor, comptroller and president of the board of aldermen of even as large a city as New York may be won over to a genuine, hearty and—most effective of all—a hilarious interest in the material needs of the school.

Office-holders like fun as much as the rest of the world. McAndrew knows this, and what is more pedagogic dignity does not weigh so heavily as to

prevent him from having other citizens share in the good times that the right kind of school can supply on occasion. There is a time for seriousness: teachers do not have to be told this. There is also a time for fun: teachers do not have to be told this. McAndrew tells it by example. There is much to be learned from the latest celebration of the Washington Irving High School.

The principal, superintendent, or teacher who knows how to plan occasionally a festive school event, in which the officers of the town will be delighted to share, can become a real power in the community, a power for good, for educational good. In Pittsburg, Pennsylvania, and Everett, Massachusetts, the problem is no harder than in New York City. The smaller the town the easier it will be to impress upon the civic officers and citizens just claims of the school. Converting a sober interest into a hilarious one, however, is a problem whose proportions do not conform to the different sizes of towns.

School people had better cut out the story on page 54 and let their mayor read it. After he is thru with it, let them paste it in a scrap-book for occasional re-reading. There is a whole sermon in it on the establishment of close relations between school and community, a sermon of the modern kind, a sermon that makes one want to do things—nay, not to the speaker. McAndrew talks by example: that tells.

## "Is There a Schoolbook Trust?"

This challenge, followed by a dignified and full discussion of the various points involved in the question, appeared on September 16, in the advertising columns of the New York City dailies, and probably elsewhere, too. It seems almost incredible that anyone capable of logical reasoning should believe even in the possibility of a "schoolbook trust" in this country.

Monopoly, whether absolute or limited, of the output of books would mean a monopoly of brains. Everyone capable of writing a text-book would have to be gathered into the "trust." Otherwise, any individuals left out might write books or series of books, and there would be competition. There is a possibility of forming a monopoly of certain raw materials of physical nature, which are limited to certain localities, such as diamonds, petroleum, coal, or iron. There is a possibility of forming a monopoly of the whole tobacco or grain output of a country, because of human cupidity and the limitations of the harvest. There is a possibility of forming a monopoly of industries which require costly equipment and heavy producing expenses. Book publishing does not belong under any of these heads. Even if all the existing binderies and all the printers of the world could be combined into a monopoly—what a preposterous idea!—there would still be the possibility of the making of new types and the building of new presses, and there will be needles and thread and



paste enough to keep independent binders busy. If publishing could be controlled, Russia would have found the way long ere this. Who then could maintain, sincerely and logically, that a monopoly of the making of school books is a possibility in America?

Is there perhaps a possibility of the monopoly of the sale of school books? Affirmation would mean the possibility of absolute or limited control of the adoption of books by the schools. If all teachers can be purchased to recommend only the books of "the trust," there can be such a monopoly, providing the people who pay the bills believe all teachers to be honest. If all school boards can be purchased to adopt only the books of "the trust," there can be such a monopoly, providing the teachers submit silently to the imposition of those books, and the taxpayers are satisfied to have such conditions prevail. Or in other words, whenever and wherever books of "the trust," actual or so-called, are adopted the assumption is that either the recommendations of the teachers or the votes of the school trustees, or both, were purchased. Those who speak of the existence of a "schoolbook trust," therefore, are challenging the honesty of the people to whose hands the schools are entrusted.

But what is the use of discussing the possibility of an absolute schoolbook monopoly when there is none? A limited monopoly there may be, to be sure, and is. It can be created and maintained only by law. A State may determine who shall write the books to be used in its schools. It may determine who shall print the books, who shall bind them. It may decide that any teacher using books not prescribed by the State monopoly shall be dismissed from service. If the people of a State are willing to submit to such conditions there can be a monopoly. Otherwise there cannot.

If restriction of honest competition is to be designated as trust, then the shutting out of the

American Book Company in Texas is an example in point. Unscrupulous business rivals persuaded the authorities to bring charges against the company on the specious plea that it is an illegal "trust." By this method, driving every competitor with a chance to sell books out of the field by resort to chicanery, it is possible to create a real trust.

How was it possible that an intelligent body of educators, such as the Textbook Board of Texas, is supposed to represent, could permit itself to lend an ear to the suggestion that one of the thirty-six competing publishing houses might possibly be classed as a "trust"? In old New England the person who was successful in an astonishing way, ran the risk of being hauled up for witchcraft; in modern Texas he may be suspected of being a "trust." The thought came to me on re-reading Esmeralda's trial in Victor Hugo's "Notre Dame de Paris," that such a thing would be quite possible among us to-day, only the words sorcery and the torture chamber would have to have modern substitutes. Combinations formed to discredit some one are "trusts" that are the real enemies of society.

### Continuation School

Under the direction of Superintendent Cooley the Chicago public schools are to have a new department known as "Continuation Schools." It is an adaptation of the German plan for giving boys and girls who have to go to work for their living a chance to go on with their study in night classes. It is planned to give special instruction to 20,000 working boys and girls between the ages of 14 and 18 at the public expense. Only English-speaking pupils will be admitted to these classes, and the courses will be directed toward some practical trade.

## Fire Inspection of Schools.--II

### Regular Inspections with Reports to Committee or Officials

By Peter Joseph McKeon, Secretary of the Fire Bureau, New York

(Copyright, 1908, by The Fire Bureau.)

Most fires are preventable, first, because their causes are known, and secondly, because these causes are simple in themselves and easily corrected. What is needed is regular and systematic inspection to call attention to such matters, a feature which is one of the basic rules of the Factory Mutual Insurance System, founded by Edward Atkinson, and unquestionably the most effective insurance and preventive system in force to-day.

A fire inspection should preferably be made at least four times a year by a competent fire engineer, but where this cannot be done a self-inspection at least should be made. For school buildings, the self-inspection could be done by the principal or janitor; but better results will follow if it is done by some person who is not daily engaged in the building. In New York City, the inspections are now made by the officers charged with the repair and maintenance of the buildings. A practical builder, construction foreman or mechanic, a fire department officer or an insurance man, who really knows something about fire prevention and protection are good men to act as inspectors.

The inspector should use a report blank, fill this

out on the spot while making the inspection and have the report countersigned by the principal or person in charge of the school. The report should then go to the school committee or the official who has undertaken to watch after the safety of the school, and who will make an effort to have the necessary improvements and safeguards provided.

The accompanying form of an inspection blank is intended simply as a guide in preparing inspection reports to suit the needs of particular school buildings. The items cover most of the preventable causes of fire that exist in schools generally, and the proper remedies are self-apparent or are stated in the form. Some things have purposely been omitted, for example, the electrical features, as these require the attention of an electrical engineer. The report is intended to be suggestive and to stimulate interest in the inspection idea. Once a building is inspected with such a report as a guide, many special features are sure to present themselves, and for these specific information will have to be obtained. The report also omits reference to constructional, fire-drill and fire appliances, as these will be treated in subsequent articles.



## FIRE INSPECTION REPORT

of the

School, \_\_\_\_\_

No. \_\_\_\_\_

Date \_\_\_\_\_

Inspector \_\_\_\_\_ Previous report \_\_\_\_\_

## HEATING

Coal stoves—Number and where located? \_\_\_\_\_  
 Woodwork and lath and plaster shielded with metal and air space? \_\_\_\_\_  
 Metal underneath and in front? \_\_\_\_\_  
 Pipes in contact with wood or lath and plaster? \_\_\_\_\_

Gas stoves—Number and where located? \_\_\_\_\_  
 Rubber tubes or iron pipe connections? \_\_\_\_\_  
 Woodwork underneath and on sides shielded with metal? \_\_\_\_\_

Boiler or  
 Furnace—Number and where located? \_\_\_\_\_  
 Open or enclosed in room? \_\_\_\_\_ partitions of wood, lath and plaster,  
 brick, terra-cotta or concrete? \_\_\_\_\_  
 Doors of wood, iron or metal-clad wood? \_\_\_\_\_ Self-closing with  
 fusible link? \_\_\_\_\_  
 Ceilings boarded, open wood beams, lath and plaster? \_\_\_\_\_  
 Shielded with metal and air space? \_\_\_\_\_  
 Storage of combustible materials or wood closets near by? \_\_\_\_\_  
 Metal cans for ashes? \_\_\_\_\_  
 Date of boiler inspection? \_\_\_\_\_ By whom? \_\_\_\_\_  
 Flues and chimneys cleaned? \_\_\_\_\_ Date? \_\_\_\_\_ Loose brickwork re-  
 mortared? \_\_\_\_\_  
 Steam pipes with one inch clearance of woodwork? \_\_\_\_\_ Metal collars and  
 sleeves for pipes passing thru floors? \_\_\_\_\_ Metal screens for pipes and radi-  
 ators in clothes closets and storerooms? \_\_\_\_\_

## LIGHTING

Gas—Shut off outside of building? \_\_\_\_\_ Location? \_\_\_\_\_  
 Swinging or folding brackets? \_\_\_\_\_ Number and where located? \_\_\_\_\_  
 \_\_\_\_\_ Removed or made rigid? \_\_\_\_\_  
 Gas lights within 6 inches of wood or lath and plaster? \_\_\_\_\_ Number and where located?  
 \_\_\_\_\_ Removed? \_\_\_\_\_  
 Gas lights less than 24 inches beneath wood or lath and plaster? \_\_\_\_\_ Number  
 and where located? \_\_\_\_\_ Removed? \_\_\_\_\_  
 Gas lights without wire cages, globes or lanterns? \_\_\_\_\_ Number and where located? \_\_\_\_\_  
 \_\_\_\_\_ In storerooms or closets? \_\_\_\_\_  
 Gas meter location? \_\_\_\_\_ Near boiler-room? \_\_\_\_\_

## STORAGE

In cellar or attic? \_\_\_\_\_ Kind of materials stored? \_\_\_\_\_  
 Discontinued or enclosed in fireproof room? \_\_\_\_\_  
 Closets under or close to stairways? \_\_\_\_\_ Removed? \_\_\_\_\_  
 Oils, paints or combustible materials stored in building? \_\_\_\_\_ Removed outside of build-  
 ing or enclosed in fireproof room, away from stairs and accessible for firemen? \_\_\_\_\_  
 Have storerooms fireproof doors and wire glass in windows and transoms? \_\_\_\_\_  
 Is waste paper and rubbish stored in building? \_\_\_\_\_ Removed daily? \_\_\_\_\_  
 Metal cans with covers provided? \_\_\_\_\_  
 Storerooms, repair and supply-rooms tidy and in good order? \_\_\_\_\_  
 Halls or stairs obstructed? \_\_\_\_\_ Where? \_\_\_\_\_ Removed? \_\_\_\_\_  
 Do exit doors swing outward? \_\_\_\_\_ Held with bolts or locks? \_\_\_\_\_  
 Exit doors tested? \_\_\_\_\_ How often? \_\_\_\_\_  
 Fire-escapes ready for use? \_\_\_\_\_ Tested? \_\_\_\_\_ Are ladders balanced or dropped by hand? \_\_\_\_\_

## GENERAL CONDITION

Building in good order? \_\_\_\_\_  
 Following repairs are needed \_\_\_\_\_

Signature of Inspector \_\_\_\_\_  
 Signature of Principal \_\_\_\_\_

# How School Teachers May Aid in Combating Tuberculosis

By ELIZABETH W. NEWCOMB, President of the Stony Wold Sanatorium

Every child should be taught how best to protect itself against the Great White Plague. To the lot of the teacher largely falls this great responsibility. Experience has taught physicians and nurses that the first symptom of this disease is lassitude. A girl of sixteen years said to her sister that she was so tired that she wished she was dead. The sister having had the disease, recognized the first note of warning and immediately had the girl examined by a physician, who pronounced hers an incipient case of tuberculosis. The girl had been attending night school. Her teacher became interested in her case and before long she was sent to the Stony Wold Sanatorium at Lake Kushaqua in the Adirondacks, where she remained only three months. At the expiration of this time she secured a position in the country, the work secured enabling her to live an out-of-door life. The prompt action of the sister and teacher no doubt saved this girl's life.

At the Sanatorium, among the things taught the twenty-two child patients, ranging in age from five to fifteen years, are not to kiss one another and not to expectorate on the grounds or into handkerchiefs, but into water-proof cups provided for that purpose. These cups, which can be purchased at any drug-store, are burned after using.

Patients must not cough without covering their mouths with a piece of gauze, which is always burned.

Handkerchiefs are not allowed.

Each child must have its own glass to drink from, it being marked with the patient's full name, a strip of adhesive plaster being used for this purpose.

School is held from nine to twelve in the morn-

ing in the large sun parlor, with its great fireplace piled high with blazing logs during the cold weather. The sun and the mountain air pour in thru the many open windows, helping the pupils to do their best work in the short time allotted them for study, and it is quite remarkable what progress is made in this improvised district school.



Recreation Hour

The children are not only taught reading, writing and arithmetic, but hygiene. Infinite care is taken to instruct new pupils in this branch.

Among the things impressed upon the children's minds is that nothing but food should enter their mouths.

Pencils must not be moistened with their saliva.

No children must turn the leaves of their books by first wetting their thumbs in their mouths.

Gauze, which the patients use in place of handkerchiefs, should not be borrowed or loaned.

Gum should not be chewed by first one child and then another. (At Stony Wold gum chewing is not allowed.)

The use of mouth musical instruments is prohibited.

Slates are also not allowed.

Each pupil should have his own books and not loan them, and books must be kept clean.

Desks must be dusted every day and kept in order.

The children must wipe their feet on the doormat before entering the house.

In summer some of the children study out of doors in the various shelters and shacks which have been built for them.

Cutting balsam for pillows is one of their occupations.

Walking with their nurse or teacher



Gardening at Stony Wold

thru the woods, learning to know the wild flowers and birds is one of their pleasures.

Gardening is much enjoyed; some choose flowers and some vegetables.

Each patient may have a bed for planting if she will promise to keep it watered and weeded. A competent gardener is in charge and gives them instructions.

In winter, building snow forts and snow men and sliding down hill are the principal amusements.

The temperature often drops from 30 to 40 degrees below zero and continues at this tempera-

ture that it may be kept clean for the next time.

Children suffering from tuberculosis regain their health more quickly than do adults, as they are usually very happy and do not worry.

The school teachers can become forceful agents in the tuberculosis campaign, as the disease is largely one of poverty and ignorance. Poor people cannot be expected to give instructions and proper care to their children, for they have not the time or training; therefore the greater the responsibility of the teacher, for to her falls the duty of trying to protect as far as possible the lives of the children under her care.

Efforts should be made to have the schoolrooms kept clean and well ventilated; to prevent overcrowding; to see that the sanitary arrangements are above reproach; to have proper playgrounds provided so that while the children are absorbing knowledge they may retain their health; to learn to recognize the disease so that the children may have proper medical and climatic treatment while they are in the incipient stages, when they have the best chance of becoming cures or arrested cases.

It is conceded that there is no more forceful body of men or women in the community than the teachers in the public and private schools of our great cities, for they are in a position to do much toward the eradication of this dread malady.



The Kindergarten

ture for many days, so that the principal occupation while taking the cure is trying to keep warm.

Good food and plenty of it is one of the essential factors in combating tuberculosis.

The patients at Stony Wold have three hearty meals every day, also three diets, consisting of milk and eggs, beef juice or whatever the physician may prescribe for the individual case.

The children are obliged to keep the rest hour, from two to three in the afternoon, with the older patients. During this hour they are not allowed to talk or play. They may read if they like, and very hard it is for some of the new patients to conform to this rule, as they are always anxious to investigate their new surroundings.

Each child has its own bed and clothes closet. Two share one bureau between them.

All are very proud to have visitors inspect their closets and bureau drawers, as they are trained by their nurse to keep them in perfect order.

Twenty minutes are allowed for preparation for meals. The nurse inspects the hands and face of each child before it goes to the dining-room.

Each little girl dons a clean white apron before meals and removes it when she goes out to play, so

In 1907 there were in Europe 125 universities, visited by 228,732 students. Berlin had the largest number of students, viz., 13,884; next came Paris with 12,985, Budapest with 6,551, and Vienna with 6,205. The smaller countries—Greece, Norway, Portugal, Denmark, Bulgaria, and Servia—have each one university.

Thru the General Education Board John D. Rockefeller has offered the Richmond College of Richmond, Va., \$150,000 on condition that the Baptists of the State raise an additional \$350,000, the object being the development of the institution into a great Baptist university for the South.



An Out-of-Door Group



# Banking and Other Business Arithmetic in the Schoolroom

## A Scheme for Practical Arithmetic Which Is Being Worked Out in the Seventh Grade of the University of Utah Training School

By EULA M. KINKAID, University Normal School

Such practical mathematicians as Professor Smith, of Teachers College, have begun so sweep-

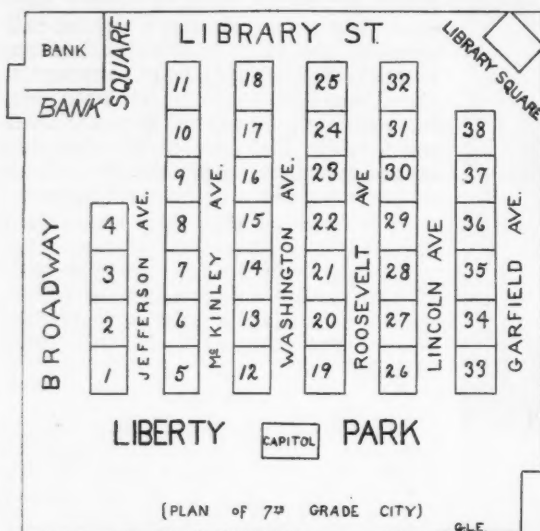
long "sneaked commercialism in at the back door of our schools," and that it is full time it came in boldly and had welcome.

I have been asked to make a report of an experiment along this line in the Seventh Grade of the Training School of the University of Utah. The experiment has also had a clearly defined ethical side, in its teachings regarding property and other rights of the individual, and the enforcement of the mandate, "Thou shalt not have something for nothing."

The possibilities of the school garden in the sale of vegetables suggested original problems and questions regarding the using and saving of money. Business operations and forms, which form so large a part of seventh grade arithmetic, suggested the need of taking advantage of all possible points of contact between the pupils' school life and the business world, or, better still, of taking advantage of possible business life in the school itself.

The grammar grade boy trades, bargains, begins to earn money, to place money, to see the value of saving; the grammar grade girl begins to consider financial matters in her sewing and cooking at school, and in household matters in the home.

Ownership of property strongly appeals. Each pupil's desk and seat is property in the School City. Values are decided at school meetings, city

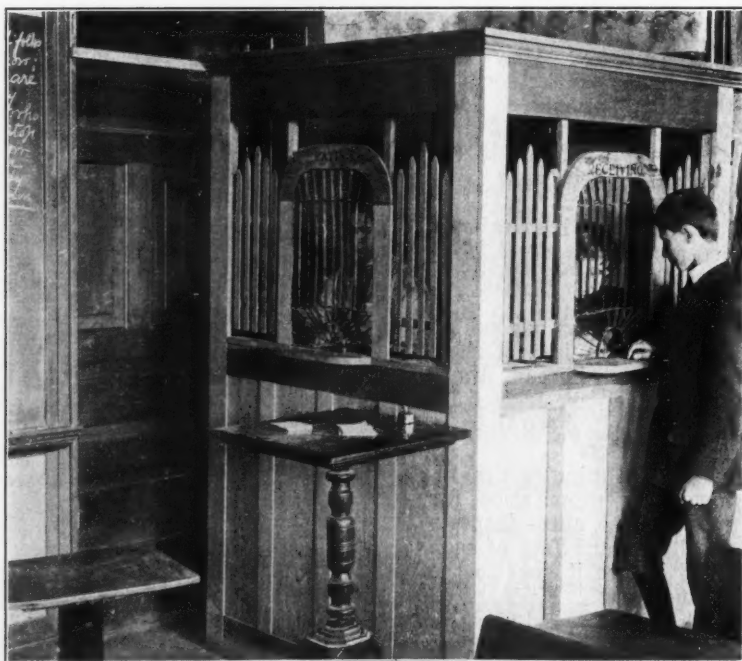


Schoolroom arranged like a Town.

Each pupil occupies a place, which gives him a feeling of ownership in the "Town."

ing a process of elimination to reduce all school arithmetic to a purely practical, life basis, that there is large hope that the teaching of arithmetic in the future shall be more sane and helpful than its teaching in the past. Common sense will then dictate that the problems chosen shall not require involved reasoning for the supposed general strengthening of the intellect, but shall serve the present activities and the certain practical needs of the child or student concerned: Not eight years of the graded school spent in useless mathematical rule and process, but four or five years (beginning perhaps with the third grade) abounding in rich number content.

Will the teachers among us not admit that much of the mathematical knowledge we gained in the graded school has been of absolutely no value to us unless we count it of value to have imposed it upon the innocents committed to our care? Shall our new arithmetic be practical, even commercial? Dr. Suzzallo says that we have too



The Bank in the school room



officers elected, taxes assessed, etc. Corner property, and that of most prominent streets and avenues (aisles) become more valuable than inside holdings. Bills are made out for services rendered to the city (erasing boards, etc.), and are paid and receipted; real estate and loan and insurance offices are located, moving and storage companies formed and other business enterprises started. Promissory notes, transfers of property, rentals and mortgages arouse interest and furnish constant opportunity for "business arithmetic."

A bank was one of the earliest needs, and with the interested and most helpful co-operation of the manual training and printing departments of the training school, one corner of the room was converted into "Bank Square," with the small bank shown in the accompanying prints. Organization of the various kinds of banks, capital stock, stockholders and certificates,



Materials used in school banking plan

ORGANIZED BY THE AUTHORITY OF  
THE U. OF U.

Shares



No.

28

## SEVENTH GRADE BANK

This Certifies that \_\_\_\_\_ is the owner of \_\_\_\_\_

Shares of Ten Dollars each of the Capital Stock of the Seventh Grade Bank.

Transferable only on personal request or by power of attorney.

University of Utah, \_\_\_\_\_ 190

Secretary

President

Certificate issued for school use by the University of Utah

officers and their duties, bookkeeping, deposit slips, cheque and pass-books, safety vaults, etc., now engaged attention. The bank and its fittings were built and prepared in manual training hours, after original working plans, made by the pupils who did the work. Deposit slips, pass and cheque books, stock certificates, etc., were planned and worded by the class, and after being printed in the printing department pass and cheque books were sewed and bound by the boys and girls. Two visits were paid to leading banks in the city, where every courtesy was shown the class, and much information was gleaned and interest aroused. A bank president and a leading bank bookkeeper came to the classroom and addressed the class and answered questions amid breathless attention.

Banking hours before school and at noon found and still find paying and receiving tellers busy at their windows, and the close of school sets bookkeepers at work struggling with accounts and bal-

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The experiment is still going on and reaching out into many other channels. A school city needs a newspaper, which is well for the language

work; city officials, matters of policy, and of government naturally fall into the hands of the class, and so initiative grows. Whether the apparent success of the experiment so far gained is more than superficial can better be determined later. It seems life activity.

### Old Age and Sickness Insurance in Germany

Vice-Consul-General Charles A. Risdorf, of Frankfort, reports that at the commencement of this year (1908) the number of pensioners in the official insurance of the German Empire for invalids, old age, and sickness amounted to 978,960, of which 841,992 were invalid pensioners, 20,081 sick pensioners, and 116,887 old-age pensioners. The sum paid to pensioners in 1907 is estimated at 172,000,000 marks, and since the existence of the institution at 1,328,000,000 marks. In 1907 178,000,000 marks were paid in. The total assets amount to 1,398,000,000 marks.

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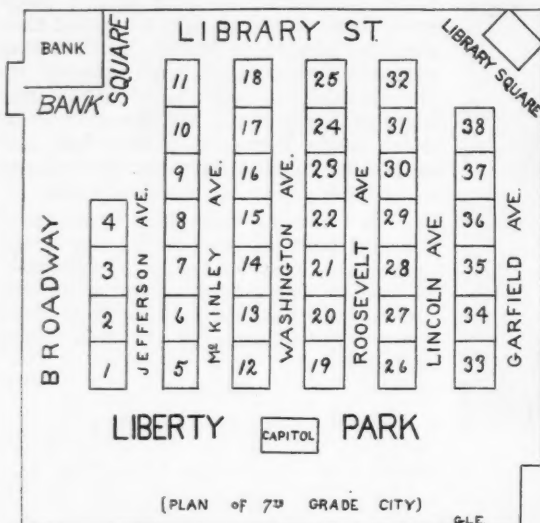
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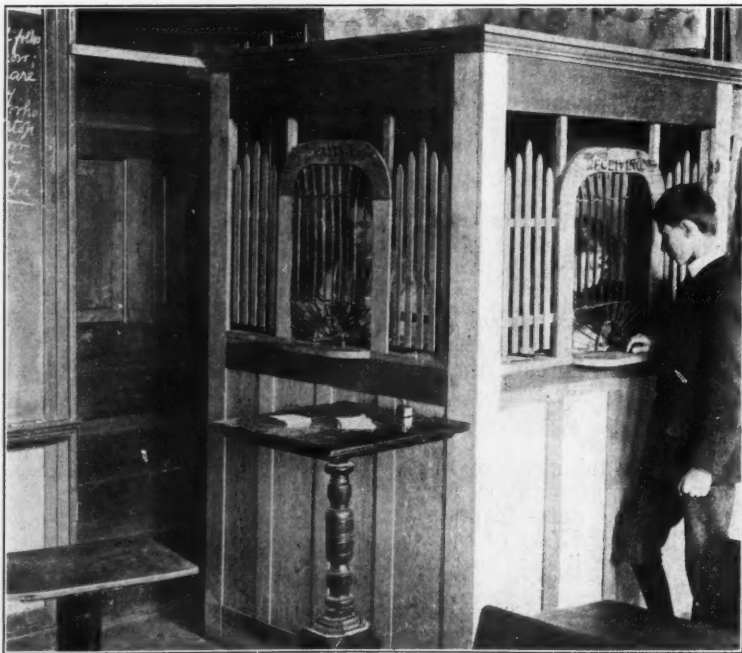


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# Mathematics as a Live Interest

By ANNA GILLINGHAM, Ethical Culture School, New York

A story is told of a little girl who seemed to her teacher totally lacking in all perception of number relations. Many and varied had been the applications. The lessons were but empty words to the child. One day her face lighted with a sudden inspiration, and she raised her hand with a new enthusiasm. "I've noticed something," she began eagerly, "I've noticed that these numbers go just the same as when I run errands."

Inquiry showed that for months the child had been entrusted with small purchases at the stores and had been considered unusually quick about making change. The discovery of the identity of the number relations at school and those at the corner grocery settled the difficulty, and the child became one of the best in her class.

No teacher but has had similar experiences. We labor to make the principle plain and simple. We rack our brains and ransack books for suitable problems within the grasp of our children. Not infrequently we succeed in getting such clear statements that we must assume that they spring from clear thinking, and that of course the real significance is felt. Then some day such a startling discovery of the obviously commonplace as that quoted above is eagerly reported to us. Or one of the children tells us that her mother has bought a peck of berries to can, and just as a passing review question we casually inquire how many quarts she bought, and the child doesn't know! Severely we exclaim, "Not know how many quarts in a peck?" And then comes the dazed smile, "Oh, why eight, of course," and the sudden illumination, "I never knew before that that was the same table."

Even tho the greater part of the time were given to abstract exercises, still no opportunity should be lost of making pupils realize that their school mathematics is a vital subject, the study of actual conditions, as truly as is geography or natural science, but regarding the world about them on its quantitative side. Nor should this vital interest center wholly about commercial conditions, recognized by the world in the assertion that, "Mathematics is more useful for boys than for girls because they will need it in their business life."

We are learning yearly, and we need to learn, that schools are not to supply merely a preparation for future living, but to provide a present life that is rich and full of meaning. Children should feel daily greater interest in all things and gain clearer ideas because of their study.

Ten chances to one the boy will forget his school Interest before he enters the business world, and the girl may never have occasion to use it. But if all thru the mathematics course there has been an opportunity for solving problems based upon current events or growing out of work in other branches, the pupils will recognize in mathematics the means of interpreting numerical relations wherever they are discovered.

It is a mistake to assume that in all cases the problems based upon the pupils' genuine interests are more pleasing to them at the time, are easier because dealing with familiar topics, and make the "drill routine" more bearable. These problems compel thought, and thinking comes hard with most of us. In fact, the children are in the majority who like long division because you "just do it and don't have to think." The most capable class I ever taught, whose cleverness astonished all their teachers, used to tell me how much more they would like mathematics if they never had problems to think out, but just examples to work.

Often what seems monotonous to the adult is not so to the child. Children take keen delight, a delight not sufficiently appreciated by many of us, in acquiring skill in the mere manipulation of numbers. This tendency should be turned to good account by giving them plenty of it to do.

"The book problems are easier, and I like you to give them to us for home work," said one sensible but indolent little girl. "But they're awful silly,—about things we've never done. The work we've been doing (problems based on a school excursion) was lots harder, but it was more interesting and more important. The answers are some use after you get them."

It has seemed difficult to plan any logical presentation of this subject. The work to be covered in these articles is that of the fourth, fifth, and sixth school years. As much of the material could be used and in several cases has been used in any or all of these grades, no attempt will be made to assign a particular school year. The topics group themselves about the following general heads, not named at all in order of their importance nor of the relative space to be given to each.

1. School interests, festivals, etc.
2. Current events.
3. Work correlated with other branches, especially with Geography.
4. Games and Drill.

Perhaps we may best start with the picture showing the class out of their schoolroom engaged in measuring various distances on the sidewalk. There are two or three points to be noted here.

1. If the children are to feel their mathematical knowledge a useful possession here and now, they must be allowed to do real things, and some-



Measuring a New York City Block



times to get out of their room to do them. Work can be done for days in the classroom upon data so obtained. But if the data is supplied by the teacher and there are no memory pictures in the children's minds there may be no intellectual assimilation of the purposes of their work.

2. Not all concrete work is vital. To measure a rod with a rod stick, or sand with the quart and peck cups, is concrete and may be interesting

No. of Angle.	Degrees		Error
	Estimate	Measure	
1.			
2.			
3.			
4.			
5.			

and valuable, and is frequently all that is desirable at the time. But in every class there are apt to be children who look at the rod and look at you and say, "Yes, that is a rod," with an expression which seems to add, "Well, and what if it is?" and then look off down the street.

There is no doubt that it is better to learn the facts by visual images than as dead words on a printed page. But unless the facts thus obtained can be made the necessary step towards something which the class wants to do, they may remain isolated facts and the discovery have to be made long afterwards that these are the same units by which their fathers' measure their summer lawns or with which their mothers buy berries.

One year we measured a short New York block and found it to be sixteen rods. The class knew that there are on an average twenty blocks to a mile, and were much interested in finding the number of feet in a mile, and also the number of rods which they walked to school. We talked of why it was better to give such distances in rods, or even in miles, than in feet or in inches.

Teaching classes to pace distances and getting them interested in thus having a measure of their own continually ready for use, is of great value. Some classes are easily interested. Others of the methodical type are distressed by the inaccuracy of the method. I think that every child should have a little of this, and be taught not only to ascertain the approximate length of his own natural step, but his rate in walking a block, a mile, etc.

Training in ability to make reasonable estimates of distances, periods of time, weights, and angles is a very important one which it is easy to neglect. This is doubly a pity since children take such delight in it.

We have employed various devices, many or all of which may be familiar to most teachers. Lines of different lengths, from four or five feet to three or four inches, are drawn on the board and numbered. The pupils write their estimates of these

lengths. The papers are corrected in any way to yield most interest and value.

Again distances about the room are estimated, or one child is placed at a certain point and told to walk a certain number of feet, the result being at once verified.

The weight of common objects is estimated and tested in the same manner. Sometimes at the beginning of a recitation a whole class is told to rise, and to sit individually as each thinks a minute has transpired.

The accompanying diagram or similar ones often given in textbooks has been found useful in such estimate work.

One day when the elevator had been running to an upper floor and kept a class waiting, one of the members said we had to wait while the elevator boy rode miles and miles.

"Oh," laughed somebody else, "you can't ride miles in an elevator, can you?"

"Why can't you ride miles in an elevator?" asked somebody else.

Later we worked out the following:

Our school building is 100 feet high. From the ground to the floor of the sub-basement is 25 feet. If the elevator makes fifty trips per day, how many feet does the boy travel? What part of a mile is that?

We had already learned how to find the area of a circle, the need having arisen in the shop, and had worked several problems with diagrams to illustrate each step, when the skating season began. A book problem had called for the number of cubic feet of ice which could be cut from a circular pond of given diameter. This made us think of applications to our out-of-school interests, and two boys together impulsively made the following problem:

If L— and J— stood on the edge of a circular pond and L— crossed on the ice straight to the opposite side, while J— ran around the edge to the same point, how much farther did J— run than L—? This would need for solution one of the distances, and a circular pond to measure. This the one in Central Park is not. Some thought that some circular bay or inlet might be found, but the ice melted in a day or two.

We then decided to find the area and cost of the sidewalk around the Columbus Circle column. A committee of boys was appointed to ascertain the dimensions. They brought in the width of the walk and the circumference measured around the curbstone. They couldn't get the diameter because, obviously, their strings wouldn't go thru the pedestal, but this was the first encounter with a condition of this kind and several members were disturbed by it.

The committee was able to help out with little assistance from the teacher, but with very ingeniously contrived diagrams. The diameter of the large circle was found, and by subtracting twice the width of the walk, the diameter of the small circle, that enclosed by the railing, was obtained. The difficult part was to see that the area of each of these circles must be found and that of the smaller subtracted from that of the larger, in order to find the area of the walk.

We could not get any reliable data as to the actual cost to the city of a square yard of that concrete walk, but several of the fathers gave us average costs of such walks, and we used these as possible rates. This was in a sixth grade.

Somebody's father read of Fairmount Park in Philadelphia as being the largest park in the country, the number of acres being stated. This, of course, roused the spirit of the New York

child who reported it at school and wished to know the number of acres in Central Park. Since all knew the boundary streets, and the number of short and long blocks per mile, it was easy to calculate the area in square miles, but there was a very large, awkward fraction. It was readily seen how greatly the work was simplified if the fractions in the dimensions were expressed as decimals before multiplying, and that even tho the exactly equivalent decimal could not be found, the result was accurate enough for our purpose.

This kind of work furnishes the best opportunity which I have found for showing the children that at times it is desirable to get an answer which is only approximately correct. With the book problems, numbers carefully arranged to "come out" well, possible answers in the back, and a teacher zealous for accurate work, it is difficult to show the average class that there are times when they need not all agree exactly in their answers, and yet no disgraceful mistake has been made, their answers all expressing "nearly enough" for all practical purposes the desired result.

### Spanish Chair Endowed

Consul-General Frank D. Hill, of Barcelona, writes that an Englishman acquainted with Spain has just endowed at the University of Liverpool a chair of the Spanish language, the amount donated being \$50,000. Mr. Hill comments: "Spanish is the modern language that is, and will daily become more so, most useful to the American people, and this example may well be commended to friends of education in the United States."

### Women's Colleges and Education

President Thomas of Bryn Mawr, in an address delivered at Boston recently, on the occasion of the twenty-fifth anniversary of the Association of Collegiate Alumni, brought definitely into consciousness a number of important questions in the education of women; but nothing that she said was of more importance than the reference made to the lack of opportunities for training teachers in connection with the women's colleges. Only in Bryn Mawr, Radcliffe, and Barnard can this training now be secured. She calls not only for the establishment of a graduate school of philosophy in each of the colleges, but also for a purely graduate school of education connected with a small practice school. It is strange that this phase of development has been so slow, and it is to be hoped that the present impulse may lead to a speedy accomplishment of this very desirable advance.

One of our Swiss educators a few years ago, in formulating a scheme for the training of teachers, considered it desirable to place an orphan asylum alongside of the training school, in order that in the problems to be met there should be opportunities for the working out of education on broadly social lines. It may be that the time will come when to the advantage of all concerned we shall find it possible to count this among the social burdens turned into social resources. Place such a work as that of Dr. Reeder, at Hastings, near a college, and the chances for mutual helpfulness and general advance in education would be very great.

FRANK A. MANNY.

## Noted Americans: Study Outlines II

GRADES VI AND VII

BY McLEOD

### Alexander Hamilton

1. BORN  
January, 1757.  
Island of Nevis, West Indies.
2. PARENTAGE  
Father was of Scotch descent.  
Mother was French.
3. EARLY LIFE.  
Father failed in business.  
Alexander sent to work at age of 12.  
Friends aided him and sent him to school at Elizabethtown, N. J.  
Later he entered Columbia College.  
1780, Married Gen. Schuyler's daughter.
4. MILITARY LIFE  
1776, Captain of artillery.  
1777, Aid-de-camp to Washington.  
Took part in battles of White Plains, Trenton, Princeton, Brandywine, Germantown, Monmouth and Yorktown.  
At close of war ranked as colonel.
5. POLITICAL CAREER  
At age of 17, made a political speech.
6. DEATH  
When 18, wrote in favor of independence.  
1782, Representative at the Continental Congress.  
1786, Member of N. Y. Legislature.  
1787, Delegate to convention at Phila. for revising Articles of Confederation.  
1789, Secretary of the Treasury.  
Founded a national bank.  
1798, When war was threatened with France, he was made major-general of U. S. army.
7. CHARACTERISTICS  
Result of duel with Aaron Burr, at Weehawken.  
Cause, political differences.  
Wounded July 11, 1804.  
Died July 12, 1804.
7. CHARACTERISTICS  
Fine writer.  
Celebrated statesman.  
Noted lawyer.  
Great financier.  
Popular as a leader.

# The World's Commercial Products—II

GEOGRAPHY CLASSES, GRADES V TO VIII

## Lapis-Lazuli

A mineral of beautiful blue color, the finest specimens being obtained from Bokhara. It is much employed in ornamental and mosaic work, and for church ornamentation, especially altars. When powdered it constitutes the beautiful color known as ultramarine. The cost, however, of obtaining ultramarine from the mineral is so great that the color is now prepared artificially.

## Talc

This is a mineral composed almost entirely of silica and magnesia. It varies considerably in color from white to green. It has a pearly lustre. It occurs in combination with other rocks in Scotland, the Pyrenees, the Tyrol and the United States. Talc is used for various purposes, among which may be mentioned the manufacture of porcelain clay, fulling, and the making of crucibles and crayons.

## Topaz

This mineral is generally included among gems. It is extremely hard. Its color is generally of a yellowish hue, but pink and blue varieties are sometimes found. It occurs in many parts of the world, but the topazes most prized by jewelers come from Brazil.

## Turquoise

Turquoise is a mineral occurring in differently shaped masses, of a blue or bluish green color, much used in jewelry. The best specimens are found in Persia.

## Betel

The name given to the tree which produces the betel nut, which is much used for chewing in the East. It is native to the East Indian archipelago. The nut is capable of taking a fine polish when cut, and can be utilized in the manufacture of buttons.

## Bay Rum

This is a perfume made chiefly in the West Indies. It bears a strong resemblance to eau de cologne. Its use is mainly confined to toilet purposes, tho it is sometimes employed as a liniment in cases of rheumatism.

## Aloe

The aloe is a plant of which there are nearly two hundred species, most of them being natives of South Africa. The fibers of the leaves, being stronger than hemp, are used for cords and nets by the negroes of West Africa, and in Jamaica one species is used for making stockings. From the juice of the leaves of many species a drug is obtained, known as aloe, which is of much value in medicine. The drug is found in various forms, but all agree in possessing an extremely bitter taste.

## Alcohol

Alcohol is a colorless liquid with a burning taste, and a slight, but agreeable, smell. It is the characteristic ingredient in all fermented drinks, giving them their intoxicating quality. Tho occurring in nature in various plants, alcohol is practically derived from two sources only, viz., different kinds of sugar and starch. If these sub-

stances are plentifully mixed with water and then allowed to ferment with yeast, grape sugar is produced, and this can be decomposed into alcohol and carbonic acid. From the dilute solution thus obtained, alcohol can be partially separated by distillation, but as alcohol has a strong affinity for water, it is impossible to separate the two by distillation alone—the strongest rectified spirit thus obtained containing between nine and ten per cent. of water.

To obtain pure or absolute alcohol the rectified spirit must be treated with quicklime and metallic sodium. Pure alcohol is inflammable, and burns with a bluish flame. As it has never been frozen, alcohol, colored red by means of cochineal, is used for thermometers when it is necessary to register low temperatures. In the arts it is in great demand as a solvent of resins and fats, and in the preparation of varnishes.

## Banana

This is the fruit of the tropical banana tree. Bananas are grown most extensively in the West Indies, and there is an enormous export trade from the various islands. The fruit is gathered in bunches, and must be shipped green, as it is very perishable when ripe. There are two kinds exported from the West Indies, the red and the yellow-skinned.

## Brussels Sprouts

Brussels sprouts are a hardy winter vegetable, belonging to the same class as the cabbage. The sprouts are in the shape of small cabbages, which are composed of clusters of leaves.

## Celery

Both the root and the leaves of the celery plant can be eaten cooked or uncooked. The common celery of our gardens is the result of cultivation and improvement upon a species that grows wild in Europe in ditches and brooks. It requires a richly manured soil, and careful tending about the roots and branches.

## Apples

There are about two thousand varieties of the apple-tree, and the commerce in the fruit is enormous. The tree is the most widely distributed of all fruit trees. Besides being used directly as a food, the apple is valuable for the manufacture of cider and vinegar. The apple contains malic acid, which is used for medicinal purposes. The most common varieties exported from America are the baldwins, greenings, russets, and pippins. Tasmania has lately grown a great quantity of this fruit, and there is a growing export trade in the same. The wood of the tree is hard, durable, and fine-grained, and the bark contains a yellow dye.

## Carrot

The carrot is cultivated for the sake of its root. It is a biennial plant, and is found in various parts of the world. It thrives best in sandy soils. In color it is generally reddish orange. It is not very nutritive, but easy of digestion. In Germany the carrot is roasted, ground, and substituted for coffee. A syrup is sometimes prepared from it.



# Memory Gems for October

(Saturdays and Sundays are omitted)

## OCTOBER 1.

A bird note sounding here and there,  
A bloom where leaves are brown and sober,  
Warm noons, and nights with frosty air,  
And loaded wagons say,—October.

—THOMAS STEPHENS COLLIER.

## OCTOBER 2.

Thine hour is come, O minstrel of the year!  
The daughters of the summer, one by one,  
Have passed in beauty by,  
Fulfilling each her happy ministry,—  
They of the bud, the bloom, the fruit are gone,  
And now the sovereign sun stoops kindly near,  
Beckoning to thee, the last, the loveliest to appear.

—MRS. FRANCES MACE.

## OCTOBER 5.

October, like a princess in her oriental splendor,  
Comes down the valley, singing, with her retinue of light.

—KATHERINE M. SHERWOOD.

## OCTOBER 6.

The maples, brave knights of thy kingdom,  
The oak trees thy counselors strong,  
Are gracefully spreading their mantles  
For the queen they have waited so long.

—ABBIE FRANCES JUDD.

## OCTOBER 7.

Upon the dreary upland aureoled,  
I saw the somber artist, Autumn, stand,  
Ghostlike against the dim and shadowy land,  
Limning the hills with purple and with gold.

—JAMES NEWTON MATTHEWS.

## OCTOBER 8.

How fast she drops her blazing leaves in mirth!  
Hark! how she laughs to see them heap the earth;  
To see the happy children gather them,  
As tho each color were a precious gem.

—CHARLOTTE FISKE BATES.

## OCTOBER 9.

Of all the lovely seasons of the year,  
None is so full of majesty as this,  
When red October, like a king of old,  
As wise as rich, and generous as wise,  
Smiles on the untaxed garnerers of the land.

—THOMAS BUCHANAN READ.

## OCTOBER 12.

All the earth is full of frolicking;  
Growing is over, harvest is done;  
All the trees are ready for rollicking,  
Glowing scarlet with rustical fun.

—CONSTANCE FENIMORE WOOLSON.

## OCTOBER 13.

The days of gold have come upon the hills,  
And dreamy sunshine all the brown earth fills,  
With plumes of scarlet nodding 'mong the pines,  
And trees of crimson burning 'long the lines  
Of woods whose fields so green and quiet run,  
And catch the mellow light of hazy sun,  
And speak of clover mown, and labor done.

—J. HAZARD HARTZELL.

## OCTOBER 14.

At peace are earth and sky, while softly fall  
The brown leaves at my feet. A holy palm  
Rests in a benediction over all.  
O silent peace! O days of silent calm!

—MRS. ELLEN ALLERTON.

## OCTOBER 15.

The world puts on its robes of glory now;  
The very flowers are tinged with deeper dyes;  
The waves are bluer, and the angels pitch  
Their shining tents along the sunset skies.

## OCTOBER 16.

The distant hills are crowned with purple mist;  
The days are mellow, and the long, calm nights,  
To wondering eyes like weird magicians show  
The shifting splendors of the Northern Lights.

—ALBERT LEIGHTON.

## OCTOBER 19.

'Tis all a myth that Autumn grieves,  
For watch the rain among the leaves;  
With silver fingers dimly seen  
It makes each leaf a tambourine,  
And swings and leaps with elfin mirth  
To kiss the brow of Mother Earth;  
Or, laughing 'mid the trembling grass,  
It nods a greeting as you pass.  
Oh! hear the rain amid the leaves,  
'Tis all a myth that Autumn grieves.

## OCTOBER 20.

'Tis all a myth that Autumn grieves,  
For, list the wind among the sheaves;  
Far sweeter than the breath of May,  
Or storied scents of old Cathay,  
It blends the perfume rare and good  
Of spicy pine and hickory wood.  
And with a voice in gayest chime,  
It prates of rifled mint and thyme.  
O scent the wind among the sheaves,  
'Tis all a myth that Autumn grieves.

—SAMUEL MINTURN PECK.

## OCTOBER 21.

Across the pearly distance  
It lies on hill and stream,  
In banks of airy turquoise  
As softly as a dream.

A slumbrous smoke that rises  
Serenely in the cold,  
From autumn woodlands blazing  
In flames of rosy gold.

—RICHARD KENDALL MUNKITTRICK.

## OCTOBER 22.

Then came the Autumn, all in yellow clad  
As tho he joy'd in his plenteous store,  
Laden with fruits that made him laugh, full glad  
That he had banished hunger.

—Faerie Queene—EDMUND SPENSER.

## OCTOBER 23.

The days are still and the long nights hushed,  
And the far sky burns like the heart of a rose;  
And the woods with the gold of autumn flushed,  
Lavish their splendor in crimson snows.



OCTOBER 24.

O the merry and glad October!

Heap the hearth with loads of fuel,

Blaze away both log and splinter:

Hail to the coming of healthful winter,

Hail to the festive joys of Yule!

—MORTIMER COLLINS.

OCTOBER 27.

These autumn morns when we may stray  
Thru chestnut woods, where glancing play  
The chequered light and shadow thrown  
O'er trunk, and grass, and mossy stone,  
And lie beneath some spreading tree  
And feel our own felicity,  
How sweet if they would never fly.

—WILLIAM WETMORE STORY.

OCTOBER 28.

With lurid torch October fired the woods;  
Brief grew the days and long and chill the nights;  
The birds flew southward and their songs made glad  
No more the hours. Then changed the maple's gold  
To russet brown.

OCTOBER 29.

O'er hill and field October's glories fade;

O'er hill and field the blackbirds southward fly;

The brown leaves rustle down the forest glade,

Where naked branches make a fitful shade,

And the last blooms of autumn withered lie.

—GEORGE ARNOLD.

OCTOBER 30.

There is a sweetness in autumnal days,

Which many a lip doth praise;

When the earth, tired a little and grown mute

Of song, and having borne its fruit,

Rests for a little space ere winter come.

OCTOBER 31.

November's step was heard

Along the leafstrewn ways, and blown by winds

And drenched by autumn rains, October fled

Before her down the path where summer went:

So waned the year to later autumntide.

## The Discovery of America II

### A School Play for Columbus Day

By E. FERN HAGUE, New York

#### Scene IV.

##### THE DISCOVERY OF LAND

*First Sailor.*—It is two months since we left home and still no land.

*Second Sailor.*—Nothing but sail on, and on, and for what? Just to please a crazy man.

*Third Sailor.*—I want to go home.

*Fourth Sailor.*—But Columbus won't turn back.

*Fifth Sailor.*—Why should we obey him?

*Sixth Sailor.*—Why not seize him and throw him overboard, and then turn back?



A Group of the Actors

*Seventh Sailor.*—We would not dare do that. What could we say to the Queen when she would ask for Columbus?

*Eighth Sailor.*—Be careful! Here he comes.

*Columbus.*—My good men, you have been very patient. I am sure we are near land. I saw land birds to-day. Keep a double watch to-night. I will give five thousand dollars in gold to the man who first sees land.

(Exeunt Columbus and all the sailors except those on watch.)

*Eighth Sailor.*—What would you do if you won the money?

*Seventh Sailor.*—I would stop work and take it easy for the rest of my life. What would you do?

*Eighth Sailor.*—I would buy a farm and become a farmer. Look!—I see a light! There, it's gone! There is a long dark streak.

*Seventh Sailor.*—Where! Where!

*Eighth Sailor.*—Right ahead! Land! Land!

(Columbus and sailors rush in)

*Columbus.*—Men, the ships!

(Sailors gather behind Columbus, who carries the Flag of the Spanish Monarchs.)

In the names of Ferdinand and Isabella, I take possession of this land, and it shall be called San Salvador!

*All.*—Long live the King and Queen! Long live Spain! Long live Columbus!

#### Scene V.

##### THE RETURN

*First Citizen.*—Friend, what are you staring out at sea for?

*Second Citizen.*—I see sails.

*First Citizen.*—Let me take the glass.

*Second Citizen.*—What do you see?

*First Citizen.*—It's the "Santa Maria." Columbus has returned!

*Second Citizen.*—Let us tell the Queen.

(They enter Throne Room.)

*First Citizen.*—Columbus has arrived, Your Majesty!

*Queen.*—Where? When?

*Second Citizen.*—We saw his ships sail into the harbor an hour ago.

(Enter Columbus with Indians.)

*Queen.*—What news, Admiral?

*Columbus.*—Your Majesty, we have discovered a new land. These strange men live there. They are Indians. The new land is rich in gold and fruit. Spain is the greatest nation in the world.

*Queen.*—Well done! You shall be Governor of the New World!

# The Educational Pageant at Boston

By FREDERICK W. COBURN

The brilliant pageant in which some of the principal episodes of the history of education were presented in tableaux at the Boston Normal School in the second week of June of this year has gone into history. It was the first event of its kind in this country. Probably nowhere else has so ambitious an attempt been made to give the public, thru a visual medium, a sense of the dignity and romance of pedagogy. The celebration attained to a marked success locally—such that it was the talk of the town during the commencement season, crowded always with a multiplicity of educational happenings. It has since been reproduced in a series of moving pictures at a well-known vaudeville house.

People learned from it that normal school training is not altogether a matter of deadly dull discussion of "perception" and "apperception." It struck a note of romantic interest. Above all it set an example that is likely to be followed in other communities, so that one may expect in the next

of a newly appointed festival committee of the Normal School to make a suggestion for an appropriate celebration of the school's occupancy of the beautiful group of new buildings in the Fenway. Remembrance of the robed figures of Puvis de Chavannes' decorations in the Sorbonne prompted the thought of a spectacle of the advance of education thru the centuries.

The idea gained immediate approval. The rest was a matter of mere detail—of almost infinite details. Efficient helpers were found. In charge of the festival committee was Miss Lotta A. Clark, head of the department of history of the Charlestown High School. Miss Clark brought both accurate knowledge and imagination to her task.

It was obviously necessary to secure the services of an artist who understood historical costumes and decorative effects. A colleague of Mr. Dallin's at the Massachusetts Normal Art School, Mr. Vesper Lincoln George, a painter who has made a specialty of mural decoration, volunteered his services. His remarkable color arrangements and groupings made the tableaux successful far beyond the generality of such scenes.

Mr. Grant Drakee, assistant director of music in the high schools of Boston, made an able and devoted musical director. Mrs. Lucia Gale Barber, whose reputation as an instructor in esthetic dancing is national, arranged the exquisite dances of the pageant and gave freely a great deal of her time to coaching the participants. Valuable advice and suggestions were

given to the festival committee by Mr. Percival Chubb, of the Ethical Culture School, New York, who has had large experience in preparing historical pageants. Many other educators rendered important assistance.

How education has reflected the spirit of each succeeding type of civilization was graphically set forth before a great audience in the enclosed courtyard of the Normal School buildings on June 8 and 9. In the center of the plot the spectators saw seated upon a throne a majestic figure modeled after Daniel C. French's Alma Mater at Columbia University. Roman trumpeters ushered in her handmaids, whose names were Knowledge, Poetry, Romance, Truth, Wisdom, Music and Inspiration. These figures were adapted from Mr. French's bronze doors at the Boston Public Library, each having in the life the attributes there given in low relief. Before Alma Mater the handmaids humbly laid their gifts, and thereafter the pageant proper began.

At first with a gathering of oriental priests, custodians of learning in early civilizations, Hindus, Egyptians, Persians, Chaldeans, Hebrews, Japanese and Chinese. Entwining among them dark-haired maidens performed a sacred rhythmic dance at the conclusion of which both priests and danseuses retired to make room for a scene from Greek philosophy.

Socrates, Plato, Aristotle and other pages walked in soberly, as befitted their calling. To re-



The "Stage" During the Arabian Dance

few years a series of pageants and spectacles, given by educational institutions, that in their general lines will show the influence of the initial affair at Boston.

The more so since we are clearly entering upon such a revival of pageantry as has already swept Great Britain, as evidenced in the events at Ramsey, Bury and Warwick. The historical tableaux at Quebec last summer have proved a stimulus in the same direction. One is to take place at Fall River this winter. It is therefore particularly fortunate that the management of the Boston Normal School has shown how very interesting a spectacle of the progress of education becomes when set forth with artistic skill, good taste and regard for dramatic effect. Truly it would have surprised Master Cheever, the earliest of New England pedagogues, could he have returned to witness the charm of tableaux of his calling, arranged by dancing teachers, painters, sculptors and others who would certainly have been *personæ non græ* in the Boston of Governor Winthrop's day.

Credit for this pageant belongs to a number of devoted workers who spent the better part of a year preparing for it. The imaginative conception and the active leadership fell upon Mrs. Cyrus E. Dallin, wife of the distinguished Boston sculptor, herself a member of the Boston Authors' Club, and long interested in problems of education. The project came to Mrs. Dallin in a flash in the summer of 1908, when she was asked by the chairman

veal, however, other characteristics of Greek life and education, came the nine muses, accompanied by a chorus of white-robed figures, with saffron scarfs, wearing in their hair the golden grasshopper, the tettix, emblem of native-born Athenians.

There followed in succession the Roman sages—Virgil, Cicero, Seneca, Marcus Aurelius, Plutarch and the rest—accompanied by the jovial revellers of a vintage dance; brown and gray monks, singing a Gregorian chant and bearing the implements to the literary, musical and pictorial arts to symbolize the preservation of learning in the monasteries during the dark ages; scenes from the court life of Charlemagne and Alfred to indicate the beginnings of the revival from barbarism; the Moslem schools of Cordova and Salamanca where science and mathematics, inherited from the ancients, were systematized and developed; the upgrowth of chivalry, with troubadours, like Richard of England, Pierre Vidal and Jaufre Rudel; the seven liberal arts of mediaeval pedagogy, grammar, rhetoric, logic, arithmetic, astronomy, geometry and music, adapted with the appropriate symbols from the frescoes of the Spanish Chapel of Santa Maria Novella; the spirit of scholasticism, represented by theology garbed in black, and philosophy in gray, bearing a censer from which the mists of dogma arose.

Scenes from the revival of learning came one after another. There was Roger Bacon, forerunner of the modern scientific spirit, ceaselessly experimenting at Oxford. A tribute was paid to our indebtedness to the Moors of Spain. Caxton printed his black-lettered books. Erasmus and Melan-



The Chivalry Group

thon taught their followers. Colleges sprang up and scholars were seen painfully interpreting the classics. Students from Oxford, Cambridge, Padua, Naples, Paris and Heidelberg joined in singing "Gaudeamus Igitur." Morris dancers expressed the joyfulness of the Renaissance.

Presently there came Pestalozzi, surrounded by German peasant children. Kindergarten movements were executed by fourteen young women arrayed like nymphs in woodland green.

In a final tableau the trumpets ushered in Learning, Industrial Education, the Education of the Blind, Character, bearing a globe to signify a soul that has given itself to service, Peace and Prosperity. Two hundred pilgrims gathered about these figures and sang a closing hymn.

The feeling of reality given to these episodes by the clever artifice of the designers and coaches is indescribable. The material conditions were singularly favorable. The courtyard in which the pageant was enacted has a color of its own. The weather was ideal, the audience thoroly sympathetic. Under the circumstances the fête could scarcely fail to make a deep impression.

## School Cities; Devices for Pupil Government

By OLIVER P. CORNMAN, District Superintendent, Philadelphia, Pa.

Many of our plans of pupil government are suggested and controlled by the ulterior consideration of finding a remedy for certain deplorable ills of the body politic. By organizing the schools as miniature municipalities in which the children may become acquainted with the forms and participate in the activities of government, it is hoped that our civic regeneration may be speedily accomplished. This is a consummation so devoutly to be wished that almost any scheme which holds out such a promise of getting rich quick civically may count upon the enthusiastic support of the earnest layman. The experienced educator, however, is a more wary investor.

To train pupils in self-government is one of the vital functions of the schools, but an elaborate school city machinery or similar device is not essential to this end. It is not possible to organize such a thoroughgoing system of self-government as that contemplated in the school city without its being under such surveillance and control by the school authorities as to essentially negative its governing elements. Such a merely nominal self-government approximates too clearly the form of government—boss-rule under freemen's charters—by which our municipalities are in too many instances actually controlled.

A frank paternalism in the government of

the pupils is better than one thinly disguised.

The school city has not stood well the test of experience so far as I have been able to ascertain. A questionnaire answered anonymously by the pupils of a school city gave returns that tell strongly against the plan. Unwillingness to hold office, because the duties of the office conflicted with their ideals of honor and friendship, was expressed by grammar grade pupils, while the answers of many of the younger pupils showed that they had missed the significance of the plan completely. Other tests that were made seemed to indicate that the pupils' interest in the school city was more artificial than real and dependent upon the constant stimulation of the teacher. Of thirty or more school cities organized in the public schools of Philadelphia, all but one or two have been discontinued. Those that still claim existence have been so modified as to retain little more than the monitory features of the original plan.

The school city and other special devices for teaching self-government training for citizenship have, however, performed a useful function in calling attention to the desirability and value of modifying our methods of discipline in the direction of encouraging the child in self-government and of according him the fullest freedom possible within the limitations imposed by his own nature and by school conditions.



## Jollying Things Along When Building a New Schoolhouse

The Brooklyn "Standard-Union," in an editorial, calls attention to the gala spirit that marks the public functions of the Washington Irving High School, Manhattan, and says our educational affairs should have more of it. The text was furnished by the jollification attendant upon the breaking of ground for the new Washington Irving High School building on Irving Place, New York. The ceremonies were about as far removed from the ordinary public function as can well be imagined. It was more like a picnic than like a ceremony. Pretty girls in white passed around lemonade. A brass band of ten musicians tramped up and down the grounds playing "School Girls." The city officials put their chairs in the middle of a flower-bed and laughed louder than the best when Miss Rosalie Neuhauser, one of the girl speakers, gave imitations of the way these men address assemblies in school.

The ceremony was arranged by Comptroller Herman A. Metz, who, as everybody knows, has no use for the painful dignity of ceremonious procedure that is often a poor cloak for dullness. Every speaker was warned that his allowance would be two minutes and he must omit his introduction and peroration, giving only the meat of his sandwich, as the Comptroller put it. When the day arrived Metz wired from San Francisco to his deputy, John F. McCooley, to go ahead and celebrate. Thru Major Hobbs, of the Department of Disbursements, the controller was planning a roof party, at which the guests would take mauls and begin knocking off bricks to the tune of "Knocking, Knocking, Who Is There?" But the controller was detained in San Francisco and turned over the responsibility to Deputy John F. McCooley. When he viewed the narrow scuttles in the roof of the property thru which the guests were expected to ascend, he said: "The aldermen wouldn't like this. Seems like a tight squeeze." He called up Principal McAndrew and said: "You'll have to let us in on the ground floor; get up a picnic in the backyard."

Altho it was vacation, McAndrew rounded up a hundred Washington Irving girls. Commissioners Higgins and Barrett, with Supply Superintendent Patrick Jones, sent them a wagon-load of flags and bunting. In two hours the backyard looked like a church lawn party, lemonade booth and all.

THE SCHOOL JOURNAL has stood so long for the development of the American school's function as a social center, that it gives the details of this unique celebration in full in order that readers in other cities may see how easy it is to get the officials of a town together on an educational project if it is gone about in the proper festal spirit.

In opening the exercises Mr. McCooley spoke of the remarkable success of the Washington Irving High School in growing from 300 girls to 2,500, and he introduced as its best friend and advocate Acting Mayor McGowan.

In reviewing the history of the school President McGowan declared that altho commissioners and superintendents seemed disposed to let it die of exposure it had been such an obstinate child that it had kept on growing healthier, handsomer, and more lovable. Its most serious need for five years has been proper housing. One of its buildings was erected in 1839, another in 1854, and another in 1856. The city had been searched for a proper place on

which to erect a building, and the site selected seemed the most proper for a building devoted to the education of young women. "It is in a quiet street, in a refined neighborhood, and directly across from the house in which Washington Irving lived when a resident of New York City. Mayor McClellan personally examined the site and approved it. Superintendent Snyder, recognized as the master school architect of the world, whom illness prevents from being with us to-day, has drawn plans for a building which shall accommodate for all kinds of school work—academic, commercial, industrial, domestic, and artistic—the young women from all parts of Greater New York. I propose to you, ladies and gentlemen, that you rise and drink to the success of this enterprise. Our beverage is not strong, but our will to make this a success is strong. In this drink are typified the qualities that enter into this project. The purity of the water stands for the motives behind this work. The opposition which it has encountered is exemplified in the tartness of it. Its sweetness stands for the young womanhood for which this building is to be erected. Here's to the architect, Superintendent Snyder. May the cunning of his brain stand him even in better stead than in the case of the beautiful buildings he has already erected. Here's to the committee on buildings. May their support of this proposition remain as strong as it has been up to date. Here's to the commissioners of the Board of Education, all of whom who are in town are here to-day. May their friendliness for the Washington Irving High School continue. Here's to Mayor McClellan and his loyal support. Here's to Controller Metz and his practical interest. And here's to the Washington Irving High School girls, than whom no school girls are wittier or prettier. Ladies and gentlemen, drink to the last drop and wish your luckiest."

After the High School choir sang the school song, Chairman George W. Schaedle, of the building committee, expressed approval of the occasion and the method of celebrating it, and said he hoped before he left the Board of Education to participate in the ceremony of laying the cornerstone between now and next January.

Chairman Thomas J. Higgins, of the committee on care of buildings, declared that the Board of Education felt that nothing is too good for the girls of the school considering the fine work they have already done. Commissioner Schaedle, he said, represented the builders, but he, Commissioner Higgins, and his committee are the housekeepers, and with the help of the young women, who are making such practical studies of domestic science, the committee ought to be able to keep the building spick and span. "Everybody knows that Acting Mayor McGowan has been the soul of the project for this new building, and if the tablets put into public structures are to mean anything at all, 'McGowan' must be written large over the door of this latest and finest triumph of Architect Snyder's art."

Commissioner Frank H. Partridge, of the high school committee, called attention to the happy accord between the Board of Education and the city officials. With Mayor McClellan, Controller Metz and President McGowan as a united trio in the City Hall this project illustrates the splendid co-operation of the city government and its Board of Education.

Miss Rosalie Neuhauser, representing the Washington Irving High School Association, said that the building idea had so long been merely a dream that she thought she ought to pinch herself to find out whether she really was awake. "For six years the handsome commissioners have been addressing us in our assemblies. One part of their speeches we have learned by heart. What is it, girls?" she said, turning to a group of twenty young women dressed

in white. They replied in concert: "And now, girls, I want to tell you that I am doing all in my power to get you a new building."

A. Emerson Palmer, secretary of the board of education, gave the humor of the occasion a generous boost by a memorial ode that tickled the audience hugely. He said in part:

When Principal McAndrew said that verses there must be  
To make this celebration the success he'd like to see,  
He scanned the wide horizon 'round, then fixed his eye  
on me.

The captain of this Irving School is sometimes called plain  
Mac.

Will any venture to deny that he's on the right track?  
Or that in keeping things shipshape he has a clever knack?

Just take a glance about this town—see how the Macs  
are IT!

Down at the City Hall George B. is mayor, every whit.  
And Acting Mayor P. F. Mac is surely no misfit.  
McCooley fills the chair to-day with wisdom and with wit.

Two of our Macs, at any rate, hold this school 'mong their  
pets.

I reckon, too, the same is true of Mr. Herman Metz.  
Now shall we not likewise count in our friend McClellan?  
Let's!

Then take another view of things. Who runs our schools?  
Look ye

O'er all our busy boroughs five, from Throgg's Neck to the  
sea.

Still to the Max we must adhere—yes, Maxwell, it is he!

Mac, principal, 's an optimist—for that I will be bound.  
In even mid-July no summer heats can him confound.  
So he corrals us here to-day to aid in breaking ground.

Altho at first it was his plan to try some other tricks,  
He aimed, I'm told, to put us in a somewhat dubious fix,  
Where we might show our strength and skill in knocking  
out old bricks.

Opens before the Irving School an era new and fair.  
Thus far it has been housed in habitations poor and bare,  
But those old buildings now, we trust, it speedily will  
spare.

Upon this spot will soon arise a structure, stately, grand,  
In all respects well fitted for the work that is in hand,  
One that would honor do to any high school in the land.

As the Girls' Technical this school began its useful course.  
Of many things both wise and good it has become the  
source.

In future days, without a doubt, 'twill gain redoubled  
force.

It was a happy thought, in truth, to give it Irving's name.  
We're confident 'twill never do discredit to the same;  
And here in Irving Place it cannot but increase in fame.

Three cheers for all the Irvingites, do I hear someone say?  
Let me no longer keep you from the business of the day.  
God speed the Irving Schobl, say I, and prosper it alway!

Deputy Controller McCooley then handed a new spade to President McGowan to turn the first shovelful of earth, but Mr. McGowan called up Miss Hilda Ryan, president of the Washington Irving High School Association, passed her another shovel, and the two of them turned over the earth together. Mr. McCooley then called in succession Commissioners Schaedle, Higgins, Partridge, Barrett, Ingalls, Haupt, Katzenberg and McDonald.

Andrew W. Edson, acting superintendent of the city schools, wasn't satisfied with his shovelful, but, reminiscent of his farming days in New England, started in to dig

the whole cellar, when McCooley took the spade away from him and gave it to Professor David Snedden, representing Columbia University. Then followed Prof. Lawrence McLouth, delegate from New York University; ex-President Henry M. Tift, representing the College of the City of New York; Mrs. Harry Hastings, for Normal College; Miss Caroline B. Weeks, for Pratt Institute; Principal McAndrew for the Washington Irving; Herbert L. Bridgman for the press, who each threw out a generous spadeful of earth. Then, while Bandmaster William Keating and his ten musicians played the "Star Spangled Banner" everybody present took the shovels and had a hand or a foot in beginning the work.

This is what ought to be done all over the country whenever a new school is started. It is a pretty sight to see a girl break a bottle over the nose of a ship when it slides into the water, but how much more important to the community is the launching of a new school. There ought to be fuss and feathers, cheering and band playing, children singing and citizens congratulating one another every time a new schoolhouse is begun. Let's have more of this hilarity.

### Mrs. Sage's Gift to the United States

Constitution Island lies in the Hudson River, opposite West Point. It is a wood-covered tract of about three hundred acres, which has long been coveted by the authorities of the military academy at West Point. Its owner, Miss Anna Bartlett Warner, has for years been willing to sell the island to the government, but Congress would not make the appropriation for its purchase. Now Mrs. Russell Sage has joined with Miss Warner in giving the island to the nation, to be used as a part of the military reservation at West Point. In her letter to President Roosevelt donating the gift, Mrs. Sage tells something of the historic interest of the island. From this letter the following extract is taken:

... In historic interest it is intimately connected with West Point. It formed, during the Revolution, a part of the defenses of the Hudson River. Upon it are now the remains of some ten breastworks commenced in 1775 by order of the Continental Congress, and completed later by Kosciusko. The guns mounted upon the island then commanded the river channel as it rounded Gees Point, and to the island was attached one end of the iron chain intended to prevent the British warships from sailing up the Hudson. Washington's Life Guard was mustered out on this island in 1783.

It is distant only about three hundred yards from West Point, and in its present natural condition forms an essential part of the landscape as viewed from the West Point shore. The occupation of the island as a summer resort for profit, or its use for manufacturing purposes, would, in the opinion of the West Point authorities, be extremely detrimental to West Point both from an æsthetic and from a practical standpoint. Moreover, its acquisition is desirable for the future development of the Academy. . . .

Under these circumstances, after conference with friends officially connected with the Military Academy and with Miss Warner, I have become the owner of the island in consideration of the same amount for which Miss Warner has been willing to sell it to the United States, upon the understanding that I offer the island to the Government for the use of the United States Military Academy at West Point, so that it shall form a part of the military reservation there, and upon the further understanding that Miss Warner, who is well advanced in years, may continue to occupy the small part of the island now used by her for the remainder of her life, using her house, grounds, springs, pasture, and firewood as heretofore.

# Grammar School Course in Literature

By Harriet E. Peet, State Normal School, Salem, Mass.

Every class of children has its own personality and therefore its own particular capacity and needs. All that any course of study in literature can hope to do is to be suggestive. The burden of the selection of material must come upon the individual teacher. Her intuitions must be her chief guide, but a good list and a few principles will be of aid to her. A teacher must first study her class and then search for the literature which will fulfill its needs. If, for example, her children are phlegmatic and crude she must look for literature which will stir their imaginations and make them sensitive to beauty, or if their ideals are low she must search for that which will help them to discriminate between what is right and what is wrong.

The only kind of literature which will aid her at any time is good literature, for if a child is once made sensitive to beauty he will have a tendency to turn from what is demoralizing in literature and in life, just as a trained musician turns from jingling, meaningless music. Such literature is easily discriminated. Notice the difference in the following groups of stanzas:—

## I.

- A. Sweet and low, sweet and low,  
Wind of the western sea.  
Blow, blow, breathe and blow,  
Wind of the western sea,  
While my little one,  
While my pretty one, sleeps.
- B. In the golden lightning  
Of the sunken sun,  
O'er which clouds are brightening  
Thou dost float and run,  
Like an unbodied joy whose race is just begun.
- C. And all should cry, Beware! Beware!  
His flashing eyes, his floating hair!  
Weave a circle 'round him thrice,  
And close your eyes with holy dread,  
For he on honey-dew hath fed,  
And drunk the milk of Paradise.

## II.

- A. So I spoke to him politely,  
For he was huge and high,  
And begged that he would move a bit  
And let me travel by.  
He smiled, but as for moving!—  
He didn't even try.
- B. But when I told my mother  
She said that was just right;  
If they didn't go to bed so soon  
They could not be so bright.

In the first group you have melody, imagination, atmosphere, an echo of intangible things. These are good literature. The other two are jingly,

commonplace and uninteresting. Literature which belongs to the first type is worthy of study. Those things which belong to the second type may serve for the amusement of the passing moment, but do not belong to a course of study.

But all good literature is not appropriate for children. To begin with, a confusion is often made between what is for children and what is merely about them. The latter does not always include the first. For example, such poems as "Pittypat and Tippytoe" and "The Barefoot Boy" are about children, not for them.

But when comes this thought to me,  
"Some there are that childless be,"  
Stealing to their little beds,  
With a love I cannot speak,  
Tenderly I stroke their heads,  
Fondly kiss each velvet cheek.  
God help those who do not know  
A Pittypat or Tippytoe!

Blessings on thee, little man,  
Barefoot boy, with cheek of tan.

\* \* \* \*

Cheerily, then, my little man,  
Live and laugh as boyhood can.

\* \* \* \*

All too soon those feet must hide  
In the prison cells of pride.

\* \* \* \*

Happy if their task be found  
Never on forbidden ground.  
Happy if they sink not in  
Quick and treacherous sands of sin.

To give such literature to children tends to make them self-conscious, to let them know that which is so bad for them to know,—the fact that they are interesting creatures. Children should be kept tart, if they are to grow up healthy-minded. Longfellow's "My Lost Youth" is of this harmful type, but the author who must be most carefully watched in making selections is Eugene Field. Yet he has many things that have all the fun, grotesqueness and lack of self-consciousness which belongs to children's literature. Where can you find anything more childlike than "The Duel" and "The Night Wind"?

## THE DUEL

The gingham dog and the calico cat  
Side by side on the table sat;  
'Twas half-past twelve, and (what do you think!)  
Nor one nor t'other had slept a wink!  
The old Dutch clock and the Chinese plate  
Appeared to know as sure as fate  
There was going to be a terrible spat,  
(I wasn't there; I simply state  
What was told by the Chinese plate!)



Next morning where the two had sat  
They found no trace of dog or cat;  
And some folks think unto this day  
That burglars stole that pair away!

But the truth about the cat and pup  
Is this: they ate each other up!  
Now what do you really think of that?  
(The old Dutch clock it told me so,  
And that is how I came to know.)

Another confusion made between the literature for adults and that for children is in the type of thought. An adult enjoys a reflective expository type of thought. His experience is such that he enjoys elaborate descriptions and some philosophizing. With him satire and pessimism have their place. But it is not so with a child. He wants something dramatic, unreflective, vividly picturesque, and always optimistic, written in his own simple vocabulary. Emerson belongs to an adult; seldom, if ever, to children. "Each and All," for example, is too reflective for childhood. "The Humble Bee" contains imagery far too difficult for a child.

#### THE HUMBLE BEE

Burly, dozing Humble-bee,  
Where thou art is clime for me.  
Let them sail for Porto Rique,  
Far-off heats thru seas to seek;  
I will follow thee alone,  
Thou animated torrid zone!  
Zigzag steerer, desert cheerer,  
Let me chase thy waving lines;

Bryant has an adult's way of looking for things, but has an elevation and dignity which is good to feel. Such a sentiment as the following is, however, too mature for children.

#### MONUMENT MOUNTAIN

There, as thou standest,  
The haunts of men below thee, and around  
The mountain summits, thy expanding heart  
Shall feel a kindred with the loftier world  
To which thou art translated, and partake  
The enlargement of thy visions.

Another thing to avoid is the over-refined, sentimental literature such as we find in much of Tennyson, and the pessimistic literature of the romantic movement. "Enoch Arden" belongs to the first class and "I Remember" to the second. Both are often given to children, but could anything be more inappropriate for children than the love element in the first, and the world weariness of the latter?

He never came a wink too soon  
Nor brought too long a day;  
But now I often wish the night  
Had borne my breath away.

What the children like, and what is healthy for them, is literature which has the directness, simplicity and the dramatic quality of folk literature. Their literature should have the objective, active, human interest of the epic, the ballad and the folk tale. Children are interested in deeds, not introspection,—deeds as told by an eye-witness in such a dramatic manner as the following:

Then the archers stepped forth to their places, while all the folk shouted with a mighty voice, each man calling upon his favorite yeomen. "Red cap!" cried some; "Cruikshank!" cried others; "Hey for William O'Leslie!" shouted others yet again.

Then the herald stood forth and loudly proclaimed the rules of the game, as follows:

"Shoot each man from your mark, which is seven score yards and ten from the target. One arrow shooteth each man first, and from all the archers shall the ten that shootest the fairest shafts be chosen to shoot again."

The sheriff leaned forward, looking keenly among the press of archers to find whether Robin Hood was 'mong them; but no one was there clad in Lincoln green, such as was worn by Robin and his band. "Nevertheless," said the sheriff to himself, "he may still be there, and I miss him among the crowd of other men."

Perhaps the reason the Jungle Books have been so successful as children's literature is that they have this same dramatic, objective character. The story is told largely thru the conversation of the characters, and one incident follows rapidly upon another.

An over-emphasis cannot be laid upon merri-ment and optimism in literature for children, but since so many of the children see crime and sin flagrantly advertised in the newspapers, it is well to have them occasionally see tragedy as sympathetically and reverently dealt with as it is in literature. Besides this, tragedy has its own function "in purifying the emotions" as Aristotle said; that is, it takes the mind out of itself into a world of greater forces than its own, and makes us see the pettiness of our own worries.

Tragedy may be used with the children, but the grewsome, never. The folk ballad has this reverence for tragedy which has the effect of broadening the sympathies. Some of them and their modern imitations that have a tragic element and are adapted to children are those like "Sir Patrick Spens," "The Wreck of the Hesperus," "The Witch of Wenham," "Lucy Gray," "Robin Hood," "Lochinvar" and "Lord Ullin's Daughter." "Adam O'Gordon," "Childe Maurice" and "The Twa Corbies" are types of those that are too grewsome.

The literature chosen for children should be, as we have said, dramatic, objective, optimistic and have beauty of form. Further, it should be adapted to the current interests of the changing interests of childhood and youth. Young children are interested in acts as acts. They want wonderful performances in their stories; hence the grotesque fairy tale. The children retain this taste until they are about eight years old. Then comes an age of realism, when the children want "true" stories,—stories from history and nature. The hero tale grows in popularity, but the hero's acts must be a little more plausible than those belonging to the hero of the fairy tale.

The third age, extending from twelve to sixteen, marks a decided change in point of view. This is the club-forming age, when the chief interest is a social one. The thing which attracts the student most in literature at this age is what has to do with personal relations,—the obligations of a person to his own group, a boy to his football team, a girl to her schoolmate or family. This is the age of the school story, the story of adventure, and some of the dramas of Shakespeare.

Children in the first and second grades are in the first of these three stages; those in the third, fourth, and fifth are in the second; and those in the sixth, seventh and eighth are in the third. The following course of study was made to fit these various requirements as far as possible. The short poems referred to are most of them found in one of these four excellent collections: "Poems Every Child Should Know," by Mary Burt; "Golden Numbers," by Kate Douglas Wiggin and Nora Smith; "A Book of Famous Verse," by Agnes Repplier.

## FIFTH YEAR

*For study:*

"Greek Heroes."  
 Kingsley's "Water-babies."  
 Ruskin's "King of the Golden River."  
 "Rip Van Winkle."  
 Long's "Ways of the Wood Folk."  
 "Revolutionary Stories."  
 "Old Ballads."  
 "Tales of a Wayside Inn."  
 "Birds and Their Nestlings."

*For memorizing:*

## On conduct—

"Life's Mirror."  
 "Be Strong."  
 "Abou Ben Adhem."  
 "If I Knew."  
 Psalms XXIII, XIX and XXIV.

## On patriotism—

"My Civic Creed."  
 "The Flag Goes By."

## On Nature—

"September."  
 Whittier's "Indian Summer."  
 Longfellow's "Snowflakes."  
 Shakespeare's "When Icicles Hang on the Wall."  
 "A Spring Lilt."  
 "The O'Lincoln Family."  
 "The Sandpiper."

*For recreation:*

Selections from "Poems Every Child Should Know."  
 Selections from James Whitcomb Riley.  
 Bang's "Molly and the Unwise Man."  
 "Hans Brinker."  
 "The Birds' Christmas Carol."  
 "The Wizard of Oz."  
 Selections from Fairy Books by Lang, Jacobs, Lucas and Scudder.  
 The "Just-So Stories."

## SIXTH YEAR

*For study:*

Hawthorne's "Wonder" book.  
 Pyle's "Robin Hood."  
 Lamb's "Adventures of Ulysses."  
 "Story of Roland."  
 Selections from Burns.  
 Selections from Wordsworth.  
 "Midsummer Night's Dream."

*For memorizing:*

Selections from "Midsummer Night's Dream."

## On conduct—

"A Man Is a Man for a' That."  
 "The Great Thing."  
 Van Dyke's "Four Things."

## On patriotism—

Miller's "Columbus."  
 "The American Flag."  
 "Lincoln, the Great Commoner."

## On Nature—

Wordsworth's "Daffodils."  
 Burns' "To a Mouse."  
 Burns' "To a Mountain Daisy."

*For recreation:*

Asgard Stories.  
 Warner's "The Hunting of the Deer."  
 Nonsense Rhymes.  
 "Heidi."

"Wonder Tales from Wagner."  
 "The Jungle Books."  
 "Uncle Remus."  
 "Wild Animals I Have Known."  
 Selections from "Golden Numbers."  
 "Alice in Wonderland."

## SEVENTH YEAR

*For study:*

Arnold's "Sohrab and Rustum."  
 Tennyson's "Gareth and Lynette."  
 "Evangeline."  
 "Courtship of Miles Standish."  
 "Legend of Sleepy Hollow."  
 Selections from Browning.  
 "Ratisbon."  
 "Hervé Riel."  
 "Ghent to Aix."  
 "The Boy and the Angel."  
 Selections from Holmes.

*For memorizing:*

## On conduct—

"Gradatim."  
 Sill's "Opportunity."  
 Tennyson's "The Knight's Vow."

## On patriotism—

"Union and Liberty."  
 "The New Patriot."  
 "Flower of Liberty."

## On Nature—

"Chambered Nautilus."  
 "The Rhodora."  
 "Forest Primeval."  
 Selections from "A Book of Famous Verse."  
 Other selections from classics studied.

*For recreation:*

Selections from "A Book of Famous Verse."  
 "Rebecca of Sunnybrook Farm."  
 "Biography of a Grizzly."  
 Dickens' "Christmas Carol."  
 "Little Saint Elizabeth."

## EIGHTH YEAR

*For study:*

Heroic Ballads.  
 Selections from Bryant.  
 "Merchant of Venice."  
 "Snowbound."  
 Selections from the "Iliad."  
 "Julius Caesar."  
 "Vision of Sir Launfal."

*For memorizing:*

## On conduct—

Selections from classics studied.

## On patriotism—

Lincoln's Gettysburg Speech.  
 Scott's "Breathes There a Man."  
 Whitman's "Captain, My Captain."

## On Nature—

"A Day in June."  
 Selections from "Snowbound."  
 Bryant's "To a Waterfall."  
 Bryant's "The Fringed Gentian."

*For recreation:*

Selections from "A Book of Famous Verse."  
 Dickens' "A Cricket on the Hearth."  
 Stevenson's "Treasure Island."  
 Kipling's "Wee Willie Winkie."  
 "Ivanhoe."  
 "A Man Without a Country."

# The Group System

## How to Work It

By OLIVE M. JONES, Principal of Public School No. 120, New York City.

[The organization of the class into groups is not new. It is probably the best solution of the problem of judicious individualization. The extremes of individual instruction and undivided class work are avoided. The children are grouped so as to get the greatest amount of good individually without being deprived of the undeniable benefits of co-operating with other children. The group plan necessitates an abundance of devices for keeping busy the groups not under the immediate direction of the teacher. The proper utilization of the "self-reliant" desk work will yield to the children much valuable education. Miss Olive M. Jones has succeeded admirably in devising plans for the self-study periods of the various groups in the grades. Below are given suggestions especially suitable for Grades 5 and 6, in geography and history.—EDITOR.]

### History

The aim and value of the following busy work exercises and also of the preparation and method are for the most part the same as those already given under the same headings in the preceding exercises in geography.

#### Exercise 1.

1. What is known as the darkest period of the Revolution?
2. Where was Washington's Army?
3. Describe the condition of the men.
4. At which battle did Burgoyne surrender? When?
5. What was the result?
6. What country made a treaty with us in February, 1778?
7. What did England then offer to do?
8. How did the Americans receive this offer?
9. What did the British in Philadelphia do in 1778?
10. Why?

#### Exercise 2.

1. As a result of what battle did the Americans lose New York City?
2. When and where was the battle fought?



General Gates

3. (a) What city did the British take in 1777?  
(b) What battle was fought on the sea in 1779?
4. Briefly describe the sea fight.
5. What did Benedict Arnold do?
6. (a) Where did most of the fighting take place in 1780?  
(b) What city did the British capture?
7. What leaders fought the British in South Carolina?
8. How did these leaders fight?
9. (a) Who took command of the Southern army?  
(b) Who commanded the British army?
10. (a) Give the last event of the war.  
(b) When was the treaty of peace signed?

#### Exercise 3.

1. Locate the Northwest territory.
2. By what colonies was it claimed?



General Burgoyne

3. How was it disposed of?
4. How was it governed?
5. What was the ordinance of 1787?
6. Mention some of its provisions.
7. Name the states formed from the Northwest territory.
8. What was the western boundary line of the U. S. at the close of the Revolution? (1789)
9. What was the boundary line of the U. S. in 1803?
10. How did we acquire Louisiana?

#### Exercise 4.

1. Who was president of the U. S. when Louisiana was purchased?
2. To whom did Louisiana originally belong?
3. What was the extent of Louisiana?



4. Of what advantage was it to the U. S. to purchase Louisiana?
5. When was slavery introduced in the colonies?
6. Describe the character of the colonists in Virginia.
7. Of what advantage were slaves to these people?
8. How were slaves employed in the northern colonies?
9. How were slaves employed in the middle colonies?
10. How were they employed in the South?
11. What were Jefferson's views in regard to slavery?
12. What was his message to Congress?
13. What law was enacted in regard to slavery?
14. What invention necessitated more slaves?
15. What were the benefits of the cotton-gin to the country?
15. When was the steamboat invented? By whom?
16. When was the first railroad built?
17. Describe it.
18. When and by whom was the telegraph invented?
20. What is meant by States' Rights?

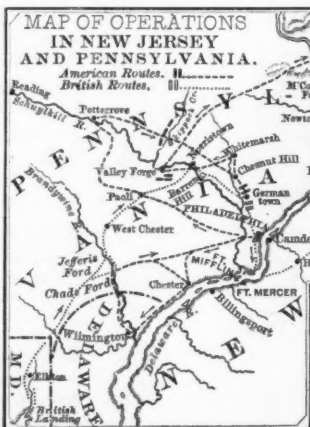
## Exercise 7.

1. How is a State formed?
2. By what document is the U. S. governed?
3. By what document is a State governed? City?
4. How is our State Government divided and name the divisions.
5. State the duties of each department.
6. What is the capital of New York State?
7. How is the State Legislature divided?
8. Compare this with Congress.
9. How is a State Senator chosen? How is a U. S. Senator chosen?
10. State the difference between the two.
11. How many Senators in the New York Legislature?
12. How many Senators in Congress?
13. How is an Assemblyman chosen? For how long?
14. How many assemblymen in the New York State Legislature?
15. What kind of men should be chosen to make our laws?
16. How can you help to elect good, honest men?
17. When and where does the New York Legislature meet?
18. Who is the presiding officer of the Senate?
19. Who is the presiding officer of the Assembly?
20. How chosen?

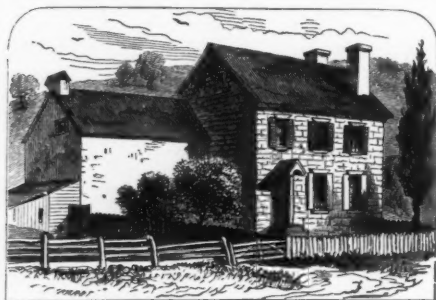
## Exercise 8.

*Aim and Value.*—The historical facts are learned in connection with their geographical setting, making a natural and unforced correlation. The child learns to use two text-books at once for reference.

*Preparation and Method.*—Teacher prepares outline maps of North America, hektographed on oak tag card. On other cards or on the backs of the maps are written lists of discoverers and explorers. Children must find, in the histories, the places and dates associated with each name.



In their geographies they must find the location of each place named. Of course, they will remember many from the lesson the group received from the teacher before the busy work is assigned; but the use of the books serves a three-fold pur-



Washington's Headquarters at Valley Forge

6. What is a compromise?
7. What is meant by the Missouri Compromise?
8. Who discovered Florida?
9. What nation claimed it?
10. When and how did Florida become a part of the United States?

## Exercise 6.

1. What new States were admitted during Monroe's administration?
2. What was the purpose of the Monroe Doctrine?
3. What was its effect?
4. What are its modern influences?
5. How can a government raise money?
6. What is a tariff?
7. For what purposes do we lay a tariff?
8. What is revenue?
9. What section of the Union favored high tariff?
10. What section opposed it?
11. Give reasons.
12. What were the means of travel and transportation up to 1825?
13. When was the Erie Canal built?
14. Of what benefit was this to New York State and city?

pose: it prevents unlawful copying, teaches them how to use the book, and impresses the facts upon them thru still another agency. As each place is found in the geographies, its location is noted on the oak tag maps, and the historical fact written next it.

#### GEOGRAPHY AND COMMON FACTS

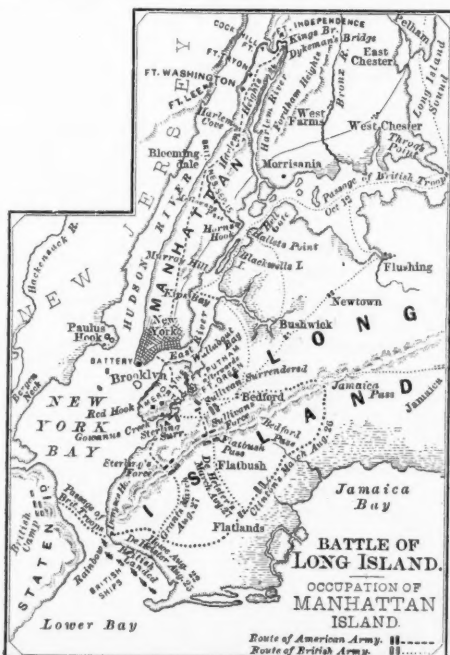
Many of the materials in common use familiar in every-day life to the children may be made the subject of much interesting busy work. Provide a store of information in regard to these common facts and compel the child to associate with them, geographical facts in connection with the places from which these common things come, or in which they are made. Such is the aim of the following exercise:

1.

*Preparation and Method.*—The children are in daily familiarity with things made of iron. The advertising pages of magazines, of newspapers and many old geographies contain pictures of iron works, mines, and various other useful facts of knowledge concerning the manufacture of these iron implements and the geographical facts in regard to them. As a busy work exercise, the teacher requires that the children shall cut out these pictures and arrange them in a way which will show the development of the article made from iron. One set of pictures so arranged consisted of the following:

1. A picture of Pittsfield and Greylock Mountain; cut from an old geography.
2. A picture of an iron mining settlement at the foot of a mountain.
3. Picture of an iron furnace.
4. Picture of men at work casting pig-iron.
5. Picture of large manufacturing plant where iron agricultural implements are made.

The boys were compelled to arrange these pictures in the order given. They were also compelled to find the place named in their geographies and to be able to tell where these places are. They gained information as to the mining of iron; the separation of the ore; the difference between pig-iron, wrought-iron and steel. They also learned the various places in the United States in which iron is found or manufactured.



2.

The boys have in constant use articles of furniture. They know that these are made from wood. A similar series of pictures and exercises could be worked up in this connection.

1. Picture of the forest.
2. Picture of a lumbering camp.
3. A saw-mill.
4. Lumber being shipped to a large manufacturing town.



Old Sugar House, Liberty Street, New York

5. Picture illustrating the processes of making some articles of furniture.

3.

#### GLASS.

The following will give helpful material for a similar study of glass:

Kinds of glass:

Flint glass, sometimes called crystal or crystal glass.

Window-glass, including crown, sheet and plate.

Bohemian glass, and Common or bottle glass.

The materials required for the manufacture of glass are first carefully mixed, and then heated in special pots and furnaces expressly made for the purpose. There is perhaps no manufacture in which every stage requires so much care, and none in which results on a large scale involve such delicate skill. A puff of smoke or a sudden draught of air may ruin an immense quantity of "metal"; and when the wares are made they must be carefully conducted thru the process of annealing or tempering by judicious cooling.

Each kind of glass requires a peculiar fabrication and a peculiar building and furnace.

As a rule, glass houses are conical, from 60 to 100 feet high, and from 50 to 80 in diameter at the base.

The glass furnaces are buildings of circular or rectangular form. Four different kinds are needed. Of these, one is the main furnace, which supplies the melted glass from the pots in which it is contained. One is the annealing furnace, in which the wares are annealed or tempered when made or while making. The other is used for baking the raw materials.

Annealing is an important process with glassware. If not well done, the articles will, it may be months afterwards, break suddenly. An unannealed bottle will be shattered if grains of sand or a bit of flint are shaken within it.

The illustrations used with this article were taken from Barnes' Popular History of the United States, A. S. Barnes & Co., publishers.

# Present Day History and Geography

## Notes of the News of the World

At a recent conference at Andrew Carnegie's home in Scotland, plans were made for the completion of the Carnegie Technical School at Pittsburgh on a colossal scale. Carnegie authorized the expenditure of \$10,000,000 more. He plans to make this the greatest school in the world.

President Roosevelt has signed a proclamation throwing open to settlement, on October 5th, about 300,000 acres of the public grant now forming part of the Rosebud Indian agency in South Dakota. The land is all suitable for agricultural purposes. Some of the claims are valued at \$20,000 each, and a rush of settlers is expected.

In taking charge of the new Y. M. C. A. building in Philadelphia Walter M. Wood is to develop the new policy of what is known as supplemental education. This means giving the man or the boy another chance to make up for the deficiencies of bad or incomplete early training. The plan will be carried out by the establishment of night classes and by the admission of students who are unable to pay a lump sum in advance.

Prof. Liberty Hyde Bailey, director of the New York State College of Agriculture at Cornell University, will accept the position of chairman of the Farmers' Uplift Commission, recently appointed by President Roosevelt.

Melbourne, Australia, turned out with every evidence of joy and friendship when the battleship fleet commanded by Admiral Sperry arrived there. The city was thronged with visitors and the Yankee sailors and officers were treated as heroes. Premier Deakin and other high officials joined in the festivities and thousands of troops were brought to take part in a grand review.

Baron Hermann Speck von Sternburg, former German Ambassador to the United States, died at Heidelberg a few weeks ago. Baron von Sternburg won for himself and his country many friends during his sojourn in the United States. He had the rare faculty of holding with dignity his ambassadorial position and yet of dealing with men freely and in friendly fashion. He was Ambassador in Washington for five years. The fact that he was married to an American added to his social popularity in this country. A strong friendship grew up between him and President Roosevelt, and they were frequently companions in horseback riding and at tennis.

There are numerous maps and diagrams showing the prevalence of tuberculosis in Baden. They show that up to the year 1883 the disease was constantly on the increase, while since that time there has been a gradual decrease (with slight exceptions) and at the present time the percentage of deaths from tuberculosis is from 11 to 12 per cent. The maximum for Germany is 16.9 per cent., the minimum is 7.6 per cent., and the average 10.6 per cent.

A diagram shows that in the city of Mannheim the greatest number of deaths from tuberculosis

occur between the ages of 25 to 30 for women and from 30 to 35 for men. There is also a map showing the number of deaths in each block of the city from 1903 to 1907. Another room gives the arrangement and location of several hospitals in Germany devoted to the treatment of tuberculosis.

The museum is under the direction of the Verein der Tuberculose Bekämpfung Ausschuss of Mannheim.

A most stirring celebration of the Fourth of July was held this year at Sheridan, Wyo. Among the guests of the occasion was Red Cloud, the old Sioux warrior, now ninety years old, who led the Indians against the United States troops in Wyoming in 1866. General Henry B. Carrington, U.S.A., retired, was also present.

General Carrington, in 1866, was a colonel in the regular army. He took active part in the stirring events at Fort Phil Kearney, in Wyoming, where there was continuous warfare between the troops and the Indians. Red Cloud has been a resident of the Pine Ridge agency for the last twenty-five years.

### International Peace Congress

The International Free Trade Congress will be held in London, July 27 to August 1. It is eighteen years since the Congress has met in London. The Boston session of 1904, opened by the stirring address by John Hay at the great meeting in Tremont Temple, was attended by nearly 150 European delegates. It is hoped that more than that number of delegates from the United States will be present in London. Hospitality for all delegates who desire it will be provided for the week by the London management and teachers desiring to attend the Congress would find it advantageous to join the American Peace Society and take credentials as its delegates, thus securing various useful privileges. The headquarters are at 31 Beacon Street, Boston, Mass.

### World Council of Women

The International Council of Women, the great organization of the women of all nations, assembled at Geneva, Switzerland, during the first week of September. The Countess of Aberdeen presided and welcomed delegates from the United States, Canada, Germany, Sweden, Great Britain, Ireland, Denmark, New South Wales, the Netherlands, New Zealand, Tasmania, Switzerland, Italy, France, the Argentine Republic, Victoria, South Australia, Australia, Norway, Hungary, Belgium and Queensland. They represented nearly 7,000,000 women belonging to literary clubs, charity organizations and societies for furthering the interests of the sex. The International Council of Women is conservative, conventional, even fashionable. Every empress and queen in Europe has pledged it support.

Two new countries were admitted into the International Council—Greece and Bulgaria. The Russian women, in many respects the most daring, accomplished and advanced in the world, were represented, but unofficially, according to government mandate. Japan and India sent ardent greetings to their sisters of the West.



### Rear Admiral Evans' Successor

Rear-Admiral Robley D. Evans, who was retired last summer as senior rear-admiral of the navy, is succeeded by Rear-Admiral Caspar Frederick Goodrich. Admiral Goodrich was born in Philadelphia in 1847. He entered the Naval Academy in 1861 and was graduated in 1864. He was appointed rear-admiral on February 17, 1904.

From the time Admiral Goodrich began his active service, at the age of seventeen, he has had a notable career. It has included naval services in two wars and the organization of the coast signal service. He has served as commander of both the League Island and the Portsmouth Navy Yards. He was in command of the Pacific squadron at the time of the San Francisco earthquake, extending at that time much relief to the sufferers. He was in command of the relief ship sent after the Greeley polar expedition in 1884. His son, Lieutenant Caspar Goodrich, was killed in 1907 in an accident on the battleship *Georgia*.

### Commercial Progress in China

It is stated that Chinese officials are to be sent to India to see how the salt trade is handled in that country, with the idea of adopting similar regulations for China.

Electric-light fittings have reached the winter palace at Peking, China, and a brilliant installation is expected there shortly. Some rooms of the building have already been lighted by electricity.

The Chinese board of agriculture is considering the advisability of establishing a department for the study and encouragement of tea cultivation, with branches in the provinces where tea is now produced.

Rice has been reaped by machinery in Siam for the first time this season. The machine is said to cover about eight-ninths of an acre an hour. It is drawn by six water buffaloes and controlled by four men, and is said to not only effect an enormous saving in time, but reaps the grain without damaging it.

### British Coal Industry

Consul-General Robert J. Wynne, of London, writes that the output of coal in the United Kingdom, during the year 1907, was nearly 268 million tons, being an increase of over  $16\frac{1}{2}$  million tons, or 6.7 per cent as compared with 1906. Every coal field, without exception, shared in the general increase of output. The three principal coal fields—those of South Wales and Monmouth, Northumberland and Durham, and Yorkshire, Nottinghamshire, and Derbyshire—had outputs of 50, 54, and 78 million tons, respectively, the South Wales coal field having increased its output by nearly 3 million tons, and the Yorkshire, Nottinghamshire, and Derbyshire coal field by 6 million tons, the increase in each case being over 6 per cent.

The exports of coal, coke, and manufactured fuel from the United Kingdom in 1907 amounted to 66,063,258 tons, and the quantity of coal shipped as bunker coal to 18,618,828 tons—increase of 8,271,054 tons and 28,615 tons, respectively, as compared with 1906.

The total number of persons employed at mines under the coal mines regulation act and the metal-liferous mines regulation act in 1907, including a certain number of persons engaged in mining ironstone, fire clay, shale, etc., was 940,618, an increase of 58,273, or 6.6 per cent. In 1907 there was very little change in the output per person employed as compared with 1906.

### The Panama Canal

Progress on the Panama Canal is proceeding at a rate that is truly remarkable. The report from the special commission appointed by President Roosevelt last spring has met with wide commendation. The report emphasizes the following facts:

The elimination of yellow fever on the Isthmus, the construction of comfortable and sanitary quarters, the digging of two and a third millions of cubic yards of dirt per month during the dry season which comprises the winter months, the organization of laborers so as to obtain the best possible results, more generous treatment for injured workers and their families, the appointment of a labor secretary and a readjustment of wage schedules.

Mr. Roosevelt reviews the report thus:

I doubt if there is any piece of work undertaken on behalf of the American people of recent years of which the American people have more reason to be proud than of the work hitherto done on the Panama Canal. The success has literally been astounding. Five years ago, when we undertook the task, no sane man would have dared to hope for the results which have already been achieved. The work itself has been advanced more expeditiously than we had ventured to think possible, and the rapidity of the rate of progress has steadily increased. Meanwhile, the treatment of hygienic conditions on the Isthmus has been such as to make it literally the model for all work of the kind in tropical countries. Five years ago the Isthmus of Panama was a byword for unhealthiness of the most deadly kind. At present the Canal Zone is one of the healthiest places on the globe, and the work which is being prosecuted with such tremendous energy is being prosecuted under conditions so favorable to the health and well-being of the workers that the mortality among the workers is abnormally small.

Finally, in addition to the extreme efficiency of the work under Colonel Goethals and his associates and the extraordinary hygienic success achieved under Dr. Gorgas, there is the further and exceedingly gratifying fact that on the Isthmus the United States Government has been able to show itself a model employer. There are matters to correct, of course, as your report shows, but, on the whole, it is true that the United States Government is looking after the welfare, health, and comfort of those working for it as no other Government has ever done in work of like character.

### Recognition of New Moroccan Sultan

Germany has notified the Powers participating in the Algeiras Conference that it is the opinion of the German government that the speedy recognition of Mulai Hafid as Sultan of Morocco would be in the interests of peace. This decision is regarded as a blow at France, which, together with Spain, was given charge over the international relations of Morocco by the Conference. The attitude of Germany was resented in France, but Great Britain announced her intention of taking no action in the matter until after learning the views of France, and the other Powers made similar replies, thus reassuring the French people that Germany is still in a position of diplomatic isolation. France repudiates the idea that she is opposed to the new Sultan or is reluctant to recognize him if he will accept the obligations imposed by the Powers and assumed by his predecessor.

The correspondent of the London *Times* at Tangier states that the legations are in possession of a written declaration from the new Sultan that he will abide by the Algeiras Convention and accept the responsibility for the national debts. Altho

there has been some fighting in behalf of the fallen Sultan, he is reported to have disbanded his army, intending to make a pilgrimage to Mecca and then live in retirement in Syria.

### Grover Cleveland's Last Message

The New York Times of August 30th published an article written by Grover Cleveland shortly before his death, on the political situation in America. It was to have been followed by two others, but Mr. Cleveland's last illness prevented the carrying out of this design. Altho the article had evidently not been carefully revised, it undoubtedly interpreted rightly the views of a large number of the so-called Cleveland Democrats.

Mr. Cleveland's article is characterized by his usual independence and his method of saying exactly what he meant. He urges similar independence on the part of others. He thinks that true democratic principles will assert themselves in the future, and he endorses explicitly the candidacy of Mr. Taft. The following is his tribute to the Republican candidate for President:

Personally and officially I have had the opportunity of knowing many things concerning Mr. Taft that were not a matter of general knowledge, and with a keen interest I have watched his large share in the conduct of our National affairs in very recent years. His excellence as a Federal Judge in Cincinnati is something not to be underestimated or over-emphasized, for should he come to the Presidential chair the qualities which made him a judge of high ability, which I know him to have been, will be the most needful to him as President of the United States. His high ideals of honesty and of relative justice, his great capacity for severe labor, and his humorous wisdom in the face of the serious problem are attributes equally valuable and commendatory to people seeking him in whom they may repose the trust of their collective interests while they turn their increased attention to their pressing individual demands.

### A Boy Police Force

Council Bluffs, Iowa, according to the New York Tribune, has discovered a new way of dealing with unruly boys. One of the most novel law-and-order forces in the country has recently been tried out in this Iowa city. The institution is known locally as the "kid police force," and so popular has the movement become that practically every boy in town has put in his application for membership. The originator of the force is George H. Richmond, chief of the city police force. The Tribune explains as follows:

"The 'kid' police force was organized among street Arabs, newsboys, bootblacks, and boys who would naturally be expected to oppose just such a movement. Four years ago Chief Richmond was arranging a schedule of his men for the Fourth of July. Already the boys were beginning to shoot off giant crackers. The chief had ordered that any boy caught setting off fireworks before the hour which ushered in the Fourth should be arrested.

"A policeman entered, half dragging, half leading a dirty-faced little fellow, who was wiping his eyes on his sleeve.

"'Caught the kid shooting a giant cracker. Here's the cracker itself as evidence,' said the policeman.

"'All right. Put the kid over in that chair,' said the chief.

"Chief Richmond is a friend of boys and understands them.

"'Jimmie,' he said, 'what do you say to helping me make the "gang" behave themselves to-mor-

row? I need a good boy, and I believe you are the very one I want.'

"'Not me,' answered Jimmie. 'I ain't goin' to tell on none o' me pals.'

"'I don't want you to tell on your pals, my son,' said the chief. 'I'll make you a regular policeman, and you can arrest any boy just like a regular policeman can.'

"'And kin I have a star?'

"'Yes, I'll give you a badge,' answered Richmond.

"'All right, I'm wid yer,' and 'Jimmie' was there and then made a special, and started out to keep the other boys from shooting off crackers."

The "kid" force is changed completely for the different occasions upon which it is used. In this way, the writer points out, the chief gives every boy a chance to become a policeman, and the heaviest disgrace that can come to a Council-Bluffs boy is for one who has been a member of the force to be arrested.

### Thomas L. Hisgen

Thomas L. Hisgen, of West Springfield, Mass., is the first presidential candidate of the new Independence party. Mr. Hisgen attracted much attention last fall by his vigorous canvass for the Governorship of his State. He is a man of simple tastes, and a lover of music. This is Mr. Hisgen's story, in his own words, according to a recent interview in the New York World:

There were eleven children in our family, and I was the second oldest. I was about fourteen years of age when I started to win my own way. My father's tastes and inclinations were artistic, and he lived with his head continually among the clouds. When he got down to earth, which he did occasionally when we clamored extra loud for bread, he made a very superior quality of axle-grease. This the four older boys would take out and peddle around the country at ten cents a box. But there wasn't enough money in that to maintain our large family, so we four brothers went out to work as clerks in a clothing store in Albany. I was thinking all the time, tho, about that axle-grease business, and when we'd saved \$500 we pooled interests, built a little shanty, and started in in earnest. That was in 1888. Father made the grease, while we traveled around the country selling it to the farmers direct.

I always carried my violin with me; and of an evening, when I'd got a few farmers together around a glowing stove in the general store and post-office of some little village, I'd fiddle for them by the hour. They usually expected me to pass around the hat, but I'd always end the evening's fun by telling them that I fiddled for fun and sold axle-grease for a living.

Well, in '89 our little shanty burned down. Oil, grease, boxes, pans, kettles, and tools were all destroyed. One of my brothers by this time was the proud owner of a real diamond; I had my precious violin, and there were some other trinkets. These we took to a kind old uncle, who gave us in exchange \$95 and a ticket. We had to make enough money to live from the start, so we used to go out into the market-place at four o'clock in the morning and sell our axle-grease to the truck-farmers, who brought their wares to Albany from fifteen to twenty miles around. It was good advertising for our grease. The demand for it kept increasing, and in '95 we built our first real factory. All this time I was traveling over the country with my fiddle (which my kind uncle had returned—for a consideration) and a couple of trunks full of boxed grease.

Then the business grew with leaps and bounds, and in '98 we erected in Tivola street, in Albany, the most extensive axle-grease factory in the world. There's where the Standard Oil butted into the game. They were making an inferior quality of grease, and our sales were cutting



into their profits. They offered us \$600,000 for our outfit. One of my brothers, Gustave, had died, so the three of us could have pocketed \$200,000 each. But our business had grown to be a part of us. We had watched it expand from practically nothing, and we were proud of it. We refused to be bought out, and our serious troubles immediately began. We had hard work buying crude materials, couldn't get cars, and had men hired away from us by the score. There was another fire, too, which the Albany authorities believed to have been of incendiary origin; everything seemed to happen at once.

Then I made up my mind to carry the fight right into Africa, and I went into the oil business myself, branching out here in Springfield, in Pittsfield, and neighboring towns in Connecticut. Well, sir, they've opened my tanks and spilled 150,000 gallons of my oil; they've run the price from 12½ down to 7½ cents. At one time they had it as low as 6—and I possess affidavits showing that they have even offered their oil free. But, sir, I made my appeal direct to the people. I told them that if they bought the Standard product and put me out of business they'd soon be paying for their oil the same price that other towns in the State were paying where there was no competition. And the people have stood by me. I'm selling my oil today for a cent and a half more than the Standard, and almost every one in Springfield is patronizing my wagons.

### The Vocation Bureau

An interesting educational institution of a novel character, described in a recent number of *The Outlook*, has been established in Boston by Mrs. Quincy A. Shaw. It is known as the Vocation Bureau. Its purpose is to aid young men and women in choosing an occupation, preparing themselves for the same and finding an opening. Professor Frank Parsons, formerly a lecturer in the Boston University Law School, and a well-known writer, originated the idea. Professor Parsons is the director, or, as he is known technically, the "Counselor." The Bureau renders its services free of charge. The list of trustees includes the names of many well-known men and women, among them being the President of Wellesley College, the President of Boston University, the President of the Chamber of Commerce, the President of the Boston and Maine Railroad, the President of the Massachusetts Institute of Technology, the Secretary of the State Board of Education, and others.

Circulars to young people, to workers, and to employers are issued. Information may be obtained from the Bureau as to opportunities in different industries. Card catalogs and tables have been prepared showing the courses of study in industrial schools thruout this country and Europe, and it is the aim of the management eventually to be able to supply the most complete information of all kinds regarding industrial education and industrial occupation. At the same time the Bureau is intended to be a source of information on all questions affecting the occupation and wages of the workingman and woman. Its most important feature is its endeavor to give personal advice to the individual boy or girl, man or woman, who is seeking help in regard to the choice of a vocation.

The following story of how a boy progressed from boot-blackening to sign-painting with the help of the Bureau is taken from Professor Parsons' reports. The boy was nineteen, small, thin and weak. He had been thru the grammar school. His father was an express-wagon driver. At the age of fourteen he went to work, and was successively office-boy at three dollars a week, florist helper at four and a half dollars a week, and driver of a delivery wagon at five to six dollars a week. He became ill and lost his job. He went to work

blackening boots at a stand in a billiard-room. He was fond of music and drawing, and spent most of his spare time with pencil and cornet. He had saved sixty-three dollars to buy a silver cornet and thirty-eight dollars for lessons while he was making from four to five dollars a week. The Counselor asked him to bring in some of his sketches, and they showed considerable ability in outline work and lettering. At this interview the following conversation took place:

Counselor: "If all the boys in Boston were to be divided into classes, according to their special aptitude and ability, in which class would you belong? Is there anything that you could do that most boys could not do so well?"

Boy: "Most of them can't play the cornet or draw as well as I can, I think."

"How would you like to use your ability for drawing and lettering by getting to be a sign-painter?"

"I would like it very much."

"Well, practice a little every day; watch the signs on the streets and copy the best ones. Study the advertisements in good magazines. Copy the lettering; reproduce it from memory over and over again, until you have mastered several good alphabets, plain and ornamental, and can use them in making designs, and designs of your own. When you have mastered a few kinds of letters, so you can do plain and fancy lettering easily and rapidly, try to get a place in one of these sign-making shops and work up. If you do well and save your money, as you did for the cornet, you may be able in a few years to start a shop of your own. Don't drop your music; you may get into a band some day, tho it is doubtful if you are strong enough to rely on that as a business."

The Counselor met the young man in the Subway a few weeks later. He had followed the suggestion made, had displayed considerable skill in lettering, had obtained a position in an excellent shop, and was making signs to his heart's content. He had one of them with him,—a very creditable piece of work, and he was brimming over with enthusiasm and happiness.

Teachers who are interested in knowing more of the practical operations of the Vocation Bureau may obtain the information by addressing an inquiry to Professor Frank Parsons, The Vocation Bureau, 112 Salem Street, Boston, Mass.

### Humane Cattle-Killing

Consul Maxwell Blake reports that in spite of much initial opposition on the part of Scotch cattle killers of the poleax style, a new device is being introduced in the Dunfermline slaughter-house as a humane substitute for the old style of killing. The consul describes the instrument as follows:

The weapon is about a foot in length. The barrel is rifled and the muzzle shaped like the mouth of a bell and angled in order to adapt itself to the slope of a bullock's head. By unscrewing the opposite end from the muzzle the cartridge may be inserted. The breech piece having been readjusted, there is a steel guard protecting the hammer, which sets off the bullet. This guard is not displaced until the weapon is about to be used. When the bullock has been firmly drawn up, the operator places the bell end well up on the forehead, and with a sharp tap of a mallet all is over, the beast generally falling down without a struggle. If the bullet has been properly placed, its path should be along the spinal cord, completely severing it. If the instrument has not been well placed, death is a little longer in ensuing, but in any case there is no pain to the animal. Care in the use of the weapon is all that is required, as it is not a thing which can be handled recklessly with impunity.



## Notes of New Books

Prof. George Herbert Palmer, of Harvard University, has written "The Life of Alice Freeman Palmer," who was at one time president of Wellesley College and later became Professor Palmer's wife. The biography of Mrs. Palmer is written as only one who knew her intimately could have recorded the beautiful life, and the husband and friend has evidently intended the book as the best memorial to her that he could make. Mrs. Palmer was a wonderful woman, and her life was an inspiration. Few readers of THE SCHOOL JOURNAL knew much of that life, for Mrs. Palmer was reticent about herself and her interest in the world was in what she could do for it. Naturally, then, this biography will prove of interest for its own sake as well as serving as an inspiration to other men and women who wish to do service for mankind. (Houghton, Mifflin Company, Boston, publishers.)

A book of "Folk Dances and Folk Games," by Caroline Crawford, of Teachers' College, Columbia University, has been prepared for the use of teachers and pupils in connection with school work. This is the only book of the kind in the English language. It is the result of years of study on the part of the author, and includes the folk dances, with descriptions and the old music, as these were danced years ago by the peasants of the various nations. The dances are thirty-nine in number and include peasant dances of Sweden, Bohemia, France, England, Scotland, Finland and Germany. The descriptions are so plainly given that teachers who know nothing about the dances can easily work them out for use in their own schools. Children are delighted to learn the dances, and they are being more and more widely used in the schools of the various cities and towns of the country every year. The book was adopted for use in the New York City schools before its completion, and it is meeting the demand for a work of this kind thruout the country. (A. S. Barnes & Company, publishers.)

Pearson's Latin Prose Composition Based on Cæsar, and Pearson's Latin Prose Composition Based on Cicero, by HENRY CARR PEARSON, Teachers' College, New York. To meet a growing demand, this well-known work on Latin composition is now issued in two separate volumes, based respectively upon the first four books of Cæsar's Gallic war, and upon eight of the leading orations of Cicero. They combine a thoro and systematic study of the essentials of Latin syntax with abundant practice in translating English into Latin, and afford constant practice in writing Latin at sight. In each volume, the first part contains, in graded lessons, the principal points of the essentials of Latin syntax with abundant practice in translating English into Latin, and afford constant practice in writing Latin at sight. In each volume, the first part contains, in graded lessons, the principal points of the essentials of Latin syntax, forming a summary of the fundamental principles of grammar, divided into lessons of convenient length, each containing English-Latin sentences for practice, with references to the leading grammars. At intervals, review lessons are introduced, each containing a list of important words, and an enumeration of the principal constructions used in the preceding lessons. The latter parts are devoted to exercises for translation from English into Latin, based upon Cæsar or upon Cicero. Each volume has a complete English-Latin vocabulary and a grammatical index.

Cloth, 50 cents. American Book Company, New York.

Baldwin's Second Fairy Reader, by JAMES BALDWIN, is issued in the series of Eclectic Readings. The book is especially adapted for supplementary reading in the second or third grades. The stories are derived from a variety of sources, each representing the folk-lore of a different country. Some of them are already recognized favorites, but many are new to schoolbook literature. All are retold by the author in a style which lends them new interest and value. The illustrations are numerous and unusually attractive.

Cloth, 12mo, 192 pages, with illustrations. Price, 35 cents. American Book Company, New York.

(Continued on page 70)

## NOTABLE BOOKS

### FIRST COURSE IN BIOLOGY

By L. H. BAILEY, Part I. Plant Biology, and WALTER M. COLEMAN, Part II. Animal Biology, Part III. Human Biology.

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A simple and untechnical text to cover the secondary biology of the high school in its elementary phases. Based upon the most recent theories and discoveries of biological science, the treatment is eminently suited to the class-room and is adaptable to a variety of conditions. As the matter is divided into three separate parts, the teacher may begin with either plants, animals, or human physiology, and by the varied subdivisions of the matter included the work may be arranged to cover either a one-year course or three half-year courses. The book provides ample scope for both field and laboratory work, but it is so abundantly and excellently illustrated as to enable the teacher to dispense, if necessary, with both outdoor work and elaborate equipment.

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### School News

The children and teachers of one of the trade schools of Philadelphia have designed a Morris chair of sufficiently generous proportions to suit Mr. Taft, and it will shortly be sent to the Republican candidate for president. The chair is of solid oak, without glue, screw, or nails, and is warranted to sustain Mr. Taft's weight under any and all conditions. It is four feet wide and proportionately deep.

Since the Hotel Lee, of Oklahoma City, was burned, the meeting of the Department of Superintendence is to be held in Chicago. The headquarters will be the Auditorium, and the date February 23rd to 25th, 1909.

An arrangement has been made between the Prussian Ministry of Education and the president of the Carnegie Institute to send a school principal and six teachers from Prussia to this country under the "exchange of teachers" plan. The instructors from Germany will be sent to New York, Boston, Chicago, Worcester, New Haven, and Exeter. Twelve teachers are to be sent to Germany from this country.

The new State Normal School at Montclair, N. J., opened its first year of work with one hundred and eighty-eight pupils.

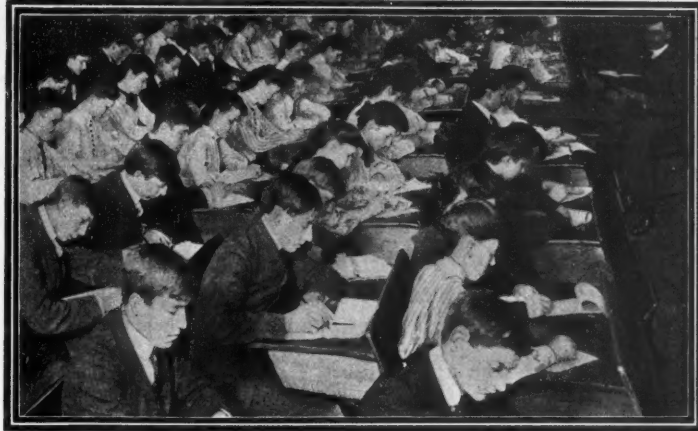
Of the fifty New York teachers selected to visit England this year, several are already there and others have sailed.

A public school for the education of deaf mutes has been established in New York City in the old Stuyvesant High School building in East Twenty-third Street. Miss Margaret A. Regan is the principal, and some 240 pupils will receive instruction this year.

The public schools of New York City opened on September 14th with about 640,000 children in attendance. Superintendent Maxwell is hopeful that there will not be more than 50,000 pupils on half-time. A new method of medical inspection adopted by the Board of Health has been put into effect. In accordance therewith one hundred and fifty doctors and one hundred and fifty nurses have begun work under the charge of Dr. T. R. Maxfield, of Brooklyn. The nurses will go to homes and teach the mothers how to take care of children in need of medical attention, and they will see that a physician is called or that school children are sent to the dispensaries for treatment.

### One Way

A bright, but inexperienced, young woman consented to take charge of the boy infant class. She found them jumping from the tops of the steam radiators. Fifteen minutes later the superintendent found fourteen meek masculine "infants" seated sedately in a tightly squeezed row before the teacher, every eye fixed inquiringly on the lady's bright countenance. "How in the world did you accomplish this?" demanded the astonished superintendent. "Oh," she replied, "I just piled all I couldn't get my arms round in a heap on the bench, and sat on them until I got them interested in a bear story."—*Youth's Companion*.



## Which of These Pupils Will Succeed Best?

**You**, no doubt, realize that there are thousands of scholars the country over learning exactly the same things as yours—and that, no matter how careful and thorough your teaching may be, even the brightest of your pupils will have to start at the bottom when they leave school, unless first they become experts at the work most suitable for them.

But, with the right counsel and guidance which you alone can impart through your knowledge of their respective abilities, your pupils while still at school can fit themselves for remunerative employment, so that upon leaving they will be able to start at good salaries and not be compelled to accept menial, poorly-paid positions.

### Teachers Paid for Assisting Students

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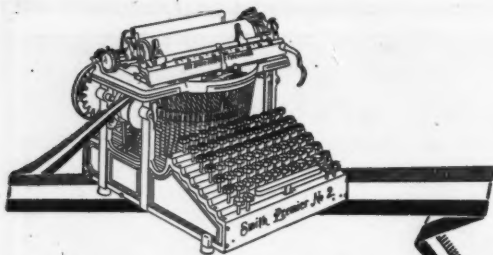
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### The First U. S. Census

The heads of families whose names adorn the pages of the first United States census of 1790, now for the first time published at Washington, were less than eight times as numerous as the army of 70,000 census takers that will be required to count the population of 90,000,000 in 1910. There were six persons in the average family, so that, exclusive of slaves, the total population in 1790 is set at 3,231,533. The schedules for the states of Delaware, Georgia, Kentucky, New Jersey, Tennessee and Virginia were destroyed when the British burned the capitol at Washington in the war of 1812, but the records of the rest of the colonial states are complete.

The cost of the first census was \$44,377. For the census of 1910 it will be approximately \$14,000,000, and the country is growing so tremendously that Director North predicts it may thereafter require a complete enumeration every five years, instead of for each decennial period. The United States marshals and their assistants, 650 in all, acting under orders from President George Washington, had greater difficulty, it seems, in obtaining answers to their simple questions about free persons and slaves than do the later enumerators with their more complex requirements. One section of the colonial population found Bible warrant for opposing the count, while other forefathers were somehow fearful that increased taxes would result from their disclosures. The heads of families in New York city and state did admit, however, the possession of 21,129 slaves, besides many persons bound in service, and they freely gave their names—*New York Times*.

### President Roosevelt on Play

The following letter to the school children of Washington was written thru Dr. Henry S. Curtis, supervisor of playgrounds of Washington:

Thru Dr. Curtis I have learned that many of you are taking an active part in various athletic contests and athletic events in your city. I am glad to see this. I believe in work, and I do not believe in sacrificing work to play; but I most emphatically believe also in play. A boy or girl who has a healthy body will be all the better fit for serious work, and if the health comes thru vigorous sports pursued in an honorable, straightforward manner, not only the mind, but the character, is benefited.

To the boys I wish to say a special good word. I emphatically believe in manliness, in courage, in physical address, but I believe quite as much in good comradeship and in a spirit of fair play. I hope that wherever you enter a contest you will do all that is in you to win, and yet that you will remember that it is far better to fail than to win by any unfairness, by any underhand trickery. Keep in mind that it is only by persistent effort in the face of discouragement that any of us ever do anything that is really worth while doing. The fellow who gives up when he is beaten once is made of mighty poor stuff, and if he thus gives up as soon as he is beaten in a sport he does not stand much chance of success in the serious conflicts of after life.

The true spirit, the spirit which wins victories in after life, is the spirit which fights hard to succeed, but which takes defeat with good nature and with the resolute determination to try again. It is a good beginning for this serious work of af-

ter life if, on the playgrounds, you learn how to co-operate with your fellows, and to do your best to win, while at the same time treating your opponents with fairness and courtesy.

### Mr. Cleveland as a Writer

There was once a rumor, started by some foolish person, that Cleveland did not prepare his own speeches and papers. Nothing could be farther from the truth. He prepared them immensely and intensely. No man knew better than he the danger of rash and exaggerated language. No man appreciated more fully the value and the power of the measured, direct telling phrase. The knowledge that he had to make a public address at a certain time, at least in his later years, gave him at first a rather acute anxiety and discomfort. He was absurdly afraid of not doing the thing right. Then, as he toiled over it, the sense of what he really wanted to say, some large and simple thing that he thoroly believed in, took possession of him and carried him along; and he uttered himself with a kind of serene earnestness and confidence that was convincing and uplifting to thoughtful hearers. But the point is that he did all his writing with his own pen, and his thinking with his own mind. I have seen many pages of that fine, firm, careful handwriting. It is as delicate as a woman's hand, but the vigor of a strong man, who knows what he intends, runs thru every word and line.—From "Mr. Cleveland at Princeton," by Henry van Dyke, in the *American Review of Reviews* for August.

### Vast Loss in Forest Fires

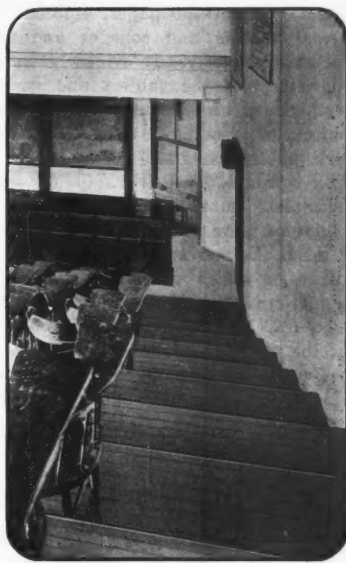
Officers of the United States Forest Service at Washington say that it is doubtful if this year's actual losses from forest fires in all parts of the country will ever be known, but it is certain that they will run up so high in the millions that the country will be startled when a compilation of statistics at the end of the season makes it possible to give even the most conservative figures. The officials calculate that if all the timber burned up were converted into cash it would provide for a good-sized navy of first-class battleships. The latest disasters in Minnesota, Michigan and Wisconsin are the worst of the many that have visited the lake states this year. Other sections have also suffered from forest fires during the spring and summer months and the people of the New England, Pacific Coast and Rocky Mountain states and Canada have had a thoro and in some cases a continuous experience in fire fighting. The Forest Service estimates that the total cost of the forest fires on national forests, 168,000,000 acres in area, for the season will not be more than \$30,000. Progressive state wardens and forest officers, individuals and private corporations having large timber holdings have organized fire-fighting forces along much the same line as the government in many cases, and in this way have given protection to millions of acres of timber which might have been destroyed if left unprotected.—*Moderator-Topics*.

Speaking to the students of McGill University in Montreal, Rudyard Kipling said, recently: "Take anything and everything seriously, except yourselves." There was other sound advice in the address, but always the speaker kept coming back to his point: "Take anything and everything seriously, except yourselves."

### THE INVESTIGATION OF DUST CONDITIONS IN SCHOOLS.

IT IS only in recent years that science has sought to improve the hygienic conditions of our school buildings. Among the most interesting and enlightening of the various experiments conducted have been those dealing with dust and its relation to the transmission of contagious diseases.

In class-rooms, lecture-halls, laboratories, auditoriums and other departments of our schools and colleges, dust is present in its most dangerous form. Pupils naturally track in from out of doors large amounts of dust and dirt—the frequent shifting of classes, the constant movement of feet and the various drafts and air-currents produce a continuous circulation of dust and bacteria dangerous to anyone breathing it.



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### Notes of New Books

(Continued from page 66)

*Collins's Practical Elementary Algebra*, by JOS. V. COLLINS, Ph.D., Professor of Mathematics, State Normal School, Stevens Point, Wis., correlates algebra with physics, geometry, and other branches of mathematics, and contains a large number of practical and informational exercises and problems. A considerable amount of interesting and illuminating historical matter is included. The book is published in small, convenient shape for the pocket, with fair size of type page, but small margins. Half-leather, 12mo, 420 pages. Price, \$1.00. American Book Company.

*The Psychology and Pedagogy of Reading*, by EDMUND BURKE HUEY, professor of psychology and education in the Western University of Pennsylvania, is a scholarly and comprehensive work on the subject of reading. It is a book of 450 pages, especially suited for study in normal schools and colleges and for reference among teachers generally. It evidently embodies the results of long study of the subject and is both interesting and worth the careful perusal of all who are interested in the subject of reading. (The Macmillan Company, New York, publishers.)

*Educational Wood-Working for School and Home* is a complete manual for benchwork in the school. It is a volume of more than 300 pages, with careful descriptions of tools, sketches of work, topics for study and technical operations which can be performed in connection with manual training. The author, Joseph C. Park, of the Oswego (N. Y.) Normal and Training School, has worked out the material as a result of years of experience in actual work. He has also been assisted by other manual training directors and teachers in various parts of the country. The result is that this manual is certainly as fine and as practical as anything that has been worked out along these lines as yet, for use in manual training work in school. (The Macmillan Company, New York, publishers. Price, \$1.00 net.)

*The Wonderful House that Jack Built* is a reader on practical physiology and health for use in school and home. Mr. Columbus N. Millard, supervisor of grammar grades in the Buffalo public schools, is the author. He has certainly prepared a most interesting text-book. It is, as he states on the title page, a reader. In simple, entertaining style he tells of the essential facts of physi-

ogy and hygiene necessary for practical knowledge of the art of keeping in good health. The book is a volume of 340 pages, of which the last twenty-five are lists of questions, to be used as aids in preparation of lessons. The book is so illustrated as to add largely to its effectiveness for the purpose intended, and is a valuable medium for the study of physiology.

The Macmillan Company, New York.

*How to Dress a Doll* is a unique and attractive volume that will enable any little girl who reads it to make a complete and varied wardrobe for her dolls. The author, Mary H. Morgan, is an experienced teacher of sewing, and knows every difficulty that besets little needlewomen. The book is far more than a mere guide to doll dress-making. It is a complete manual of plain sewing.

Henry Altamus Company, Philadelphia. Illuminated boards, 50 cents.

Not so very long ago Ellis Parker Butler came into prominence as the author of that absurdly amusing story, "Pigs is Pigs." His more recent story, "The Cheerful Smugglers," is nearly as amusing as the other story, and it is one of the best books of the season to carry off on a summer vacation or to pick up on a warm day. The story turns on the provident method arranged, by his father and mother, for saving up money for "Bobbert's" college education. How the tariff was evaded by the thrifty parents and their friends is interesting and amusing reading. (The Century Company, New York.)

### Books Received

BEVERIDGE, ALBERT J.—*Work and Habits*—Henry Altamus Co.

CARROLL, MITCHELL—*The Attica of Pausanias*—Ginn & Co. \$1.65.

GORE, J. HOWARD—*Auerbach's Brigitta*—Ginn & Co. 40c.

KITTREDGE, GEORGE LYMAN AND ARNOLD, SARAH LOUISE—*The Mother Tongue*—Book 1 and 2—Ginn & Co.

LONG, WILLIAM J.—*Northern Trails*—Book 1 and 2—Ginn & Co. 45c.

SCOTT, COLIN ALEXANDER—*Social Education*—Ginn & Co. \$1.25.

SMITH, CHARLES E.—*A Practical Course in Touch Type-writing*—Isaac Pitman & Sons.

TYRRELL, GEORGE—*Medievalism; A Reply to Cardinal Mercier*—Longmans, Green & Co.

UPTON, GEORGE P.—*Arnold of Winkelreid*—A. C. McClurg & Co.

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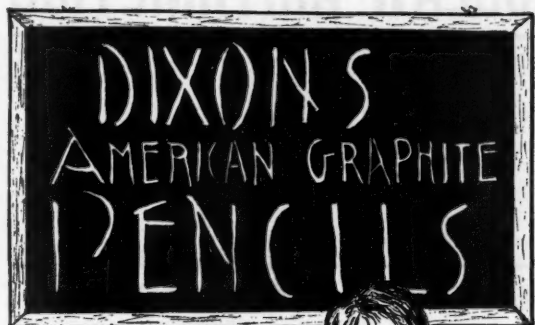
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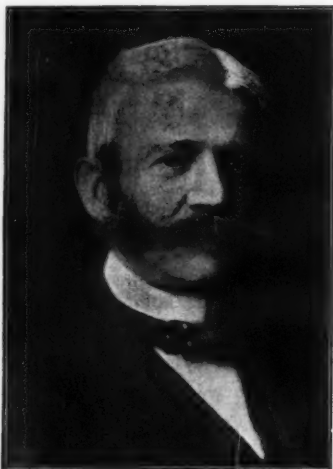
Miss H. Grace Parsons, a former public school teacher in Manhattan, is the builder and owner of an unique house, which her friends refer to as the "planless cottage." This appellation is somewhat appropriate, because the house was ingeniously constructed from the framework of an old barn that Miss Parsons bought cheaply and changed to habitable form in accordance with the young woman's ideas of what a home should be. The transformation of the crude structure into an attractive exterior and comfortable interior was accomplished at nominal cost. Miss Parsons, who is a graduate of the Teachers' College and post-graduate of Columbia

University, is the daughter of Mr. and Mrs. Henry Parsons, No. 29 West Fifty-sixth Street, Manhattan.

Shortly after Miss Parsons had commenced her new work as instructor in the State Normal School for training teachers at Mount Pleasant, Mich., three years ago, she adopted an orphan girl, and this assumed responsibility spurred her to the task of making a home of her own. She borrowed \$2,000 from her brother, Henry Griscom Parsons, in New York, giving her note for it with interest, and began operations by purchasing a plot of ground at No. 640 Franklin Avenue. Not having capital sufficient to build a home to order, she sought other methods to acquire one, and finding an abandoned barn for sale cheap she bought it. The timbers

were good. This structure was moved to her lot.

From time to time, as her income permitted, she employed a carpenter to remodel the structure. For this purpose she drew upon her own fancy for designs and working drawings, in which bay windows, cozy corners and sunny rooms figured largely. When any portion of the work was completed she and the carpenter scarcely ever knew what was to follow until they had their usual daily conference on ways and means for the best method of procedure, the teacher frequently changing her mind and as often her drawing and designs. But the mechanic was patient and the teacher resourceful. However, she managed to keep her expenditures within her income during



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In a letter to her mother a few days ago telling of the completion of the cottage, Miss Parsons wrote:

"Making changes and alterations from day to day and thinking out novel features for the house was the chief enjoyment in the work to me. We had to go slow, as I couldn't always spare the money to keep the work going. By buying odd lots of lumber and other materials the cost was kept to the minimum. An architect who looked through the cottage said it was the most wonderful house he had ever seen, because it was so unlike anything known to the profession or of any particular period. Really, I believe he regarded it as a freak. But to me it represents the twentieth century ideal of a girl's home."

Complete, the cottage and ground cost about \$3,000, which Miss Parsons paid from her earnings, including the loan of her brother. She has received an offer to sell at a price that would assure her a good profit on the investment. A large part of the furnishings were made by Miss Parsons and her friends. A few days ago her friends and relatives in Manhattan sent her sets of silver, glassware and china for the planless cottage.

## Origin of the Rosary

"Tracing the origin of the rosary back to times and places far remote, Father Thurston, who read a recent paper before the members of the Applied Art Section of the Society of Arts," says *The London Daily Telegraph*, "pointed out that it would be a great mistake to suppose that the use of beads for counting prayers was peculiar to the Catholic Church, or was of comparatively modern date. To determine at what time the name rosary (rosenkranz) was introduced is extremely difficult. Garlands of roses, implying a reference to the term rosary, were a conspicuous feature of pictures and tablets of the fifteenth century, but before this no clear examples are forthcoming. At that epoch it was common for both men and women in ordinary life to wear garlands of flowers, and to place them as a mark of respect upon the heads of persons and statues. Father Thurston is strongly inclined to believe that its application to the particular devotion now under discussion was mainly due to the popularity of a certain story of a garland, which can be traced very much earlier than the word itself in almost every part of the Christian world. The name must have come from the story, and the story was not evolved out of an already pre-existing name."

"The legend in question is briefly this: A youth was accustomed to make a wreath of roses or other flowers every day, and to place it upon the head of Our Lady's statue. He became a monk, and in the cloister his occupations no longer permitted him to observe this pious practice. Being much distressed, he asked counsel of an aged priest, who advised him to say his Aves every evening, which would be accepted by Our Lady in lieu of the garland. This the young man faithfully observed, until one day, while on a journey, he had to pass through a lonely wood, where robbers were lying in wait. Quite unsuspecting of their presence, he suddenly remembered that his Aves were not yet said, and forthwith stopped to say them. Then, to their surprise, the

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robbers saw a most glorious lady stand before him, and take one after another from the lips of the kneeling monk fifty beautiful roses, which she wove into a garland and placed upon her head. The robbers, conscience stricken at the vision, were all converted to a better life, and themselves soon after entered the monastery.

"In the London municipal records of the thirteenth century we not infrequently find citizens described as paternosterers, and there can be no doubt that their trade primarily consisted in the turning, polishing, perforating and mounting of beads for devotional purposes. Their calling evidently gave to Paternoster Row its name, for, as Father Thurston pointed out, in the record of an inquest held in 1278 three of the witnesses were described as paternosterers. They resided in Paternoster Lane, as it was even then called, which lay just under the shadow of the great Cathedral and in the devotional center of London. The craftsmen themselves lived there, but the lecturer was inclined to think that their wares were largely retailed by the persons called 'stationers,' so styled from the fact that they were allowed to occupy certain 'stations' round St. Paul's Cross and the Cheap. Rosary makers in England do not seem to have been quite so specialized as in France, where the makers of rosaries were divided into four different guilds and companies, according to the material in which they wrought.

Speaking specially of the rosary as used in the Roman Catholic Church, Father Thurston disagreed with the view that the devotional exercise was simply imitated from the Mahometans and introduced into Western Europe by the Crusaders. Of Lady Godiva of Coventry, the wife of Earl Leofric, who lived long before the days of the Crusaders, it is recorded that she bequeathed to the monastery which she founded "a circlet of gems, which she threaded on a string, in order that by fingering them one by one, as she successively recited her prayers, she might not fall short of her exact number." The use of rosaries was a practice common to many Oriental races long before the Christian era. They were employed by the Buddhists in India, China and Japan, and by the Mahometans. Rosaries, especially those of precious stones, were used for personal adornment as well as for purposes of devotion, with the result that these objects of piety were not overlooked in the sumptuary laws which strove to check the unbecoming extravagance of the burgher class, particularly in Germany.

Three new lecturers have been appointed in the School of Pedagogy, of New York University, for the coming year. Thomas Tapper, one of the lecturers in the Institute of Musical Art, has been made lecturer on "Art as Related to Education"; Dr. James Sullivan, principal of the Boys' High School, of Brooklyn, will give a course on "Methods of Teaching History"; Dr. Albert A. Snowden, secretary of the New Jersey State Industrial Commission, will conduct one course of thirty hours on "A Comparative Study of School Systems" and one course of thirty hours on "Industrial Education." Dr. Snowden has spent the last two years in Europe studying school systems and industrial education. Dr. J. P. Gordy will conduct a new course on "The Relation of the History of Philosophy to the History of Education." Dr. Balliet will give a new course of thirty hours on "Method."



### The School and the Flag

Ye who love the Republic, remember  
the claim

Ye owe to her fortunes, ye owe to her  
name,

To her years of prosperity past and  
in store,

A hundred behind you, a thousand be-  
fore.

'Tis the schoolhouse stands by the flag,  
Let the Nation stand by the school;

'Tis the school-bell that rings for our  
Liberty old,

'Tis the schoolboy whose ballot will  
rule.

The blue arch above us is Liberty's  
dome,

The green fields beneath us, Equality's  
home,

But the schoolroom to-day is human-  
ity's friend,—

Let the people the flag and the school-  
house defend.

'Tis the schoolhouse stands by the flag,  
Let the Nation stand by the school;

'Tis the school-bell that rings for our  
Liberty old,

'Tis the schoolboy whose ballot shall  
rule.

—BUTTERWORTH on "The Schoolhouse  
Stands by the Flag."

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For many years the Holden Book Cover was made to fit each book, with the titles printed on them. The frequent new editions of the same book, made a trifle larger or smaller, and also the frequent changes of the books used, left so much "dead stock" on hand and caused so much complaint we were forced to invent our present Great Book Cover. Those in charge of the stock room objected to the annoyance of sending out 20 or 30 kinds of titled Covers, where now only one or two sizes fit them all.

### Playground Association Harvest Festival

The Playground Association of America held its second annual congress in New York City from Sept. 8th to 12th. One of the most interesting features of the session was the harvest festival of all nationalities, given on Sept. 12th. The purpose and method of carrying out this charming feature of the congress may be readily understood from the description printed with the program. It reads as follows:

*Object of the Festival.*—There are people of different races and of many nations gathered under the American flag, yet living apart, each with its own traditions, its own history, its own belief,—and still in a larger sense, living as one people, sharing the same highways, the fruits of one another's labor, the same parks, playgrounds and recreations. Does it not seem that at this Playground Congress there would be a splendid opportunity for groups from the various nations represented in this city to co-operate in some great social demonstration, even as they co-operate in labor, and for each group to take part in a festival that shall express and present traditions of the agricultural pursuits and harvest



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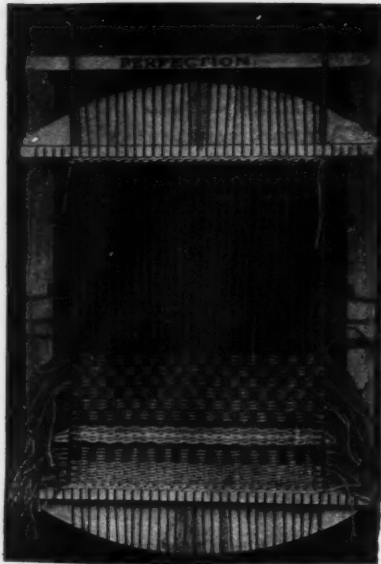
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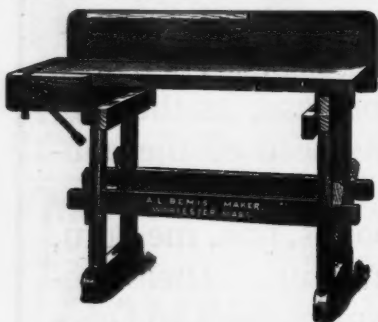


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dances of each of these nations, and also show the part each plays in the production of the natural wealth of America?

**The Festival.**—Pageant of groups of workmen and women, marching to the fields for the in-gathering of the harvest. They form on the green around booths or stacks of harvest products: vegetables, hay, wheat, cotton, etc. They pantomime in dances the part each has played in the in-gathering, such as reaping, wine-growing, dairying, fishing and lumbering. In the spirit of thanksgiving, they present this harvest to the nation.

Then follow dances, each group expressing its joy in its own characteristic national dance.

Grand march in which all participate.

**Groups.**—Italians, Hungarians and French, Germans, Dutch, Colored, Russians, Slavs, Swedes, Kelts, Fruit Gatherers, Wine Growers, Farmers, Dairymen, Cotton and Tobacco Growers, Wheat, Lumber and Mining, Fishermen, Sheep and Flax.

### A Dreadful Trio

There are three common diseases, Scrofula, Catarrh and Consumption. The first and second commonly go hand in hand, and sometimes the third joins them,—a dreadful trio!

Why call attention to them?

Simply to tell what will cure scrofula and catarrh and prevent consumption, according to incontrovertible evidence. It is Hood's Sarsaparilla.

In the fall the progress of these diseases is most rapid and we would advise that treatment with this great medicine be begun at once.

Colonel Charles W. Larned, of West Point, in a recent number of *The North American Review*, makes a severe arraignment of the American public schools, as a result of the recent examinations for admission to the United States military academy. He shows that out of 314 candidates who tried the examinations last March, 265 or 84 per cent. failed in one or more subjects. Eighty-two were rejected on account of their physical condition, while eighteen were placed on approbation, or, in other words, a total of 30 per cent. were found to be unsatisfactory physically.

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